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ABSTRACT

Divided in two sections, this monograph presents information on trends in the humanities curricula in two-year colleges from several sources: two surveys of selected public and private community colleges (156 in 1975 and 178 in 1977-78) distributed throughout the country through which instructors and campus facilitators provided data on enrollment trends, curricular patterns, and instructional practices; an intensive examination of 1975 and 1977 spring class schedules of participating colleges; and a 1975 survey of 1,493 randomly selected humanities instructors and 505 non-humanities instructors and chairpersons. In addition to information on instructors' attitudes, demographics, future plans, and work orientations, this report reviews humanities courses offered and enrollment in various disciplines as well as present suggestions based on the several trends for improving the status of the humanities. Part I deals with enrollments, curriculum, and suggestions from facilitators on programs and instruction for the following subjects: anthropology, art history, foreign languages, geography, ethnic studies, women's studies, social studies, history, integrated humanities, literature, music, philosophy, political science, religious studies, and theater and film courses. Part II deals with the characteristics and orientation of humanities instructors, grouped according to discipline. (TR)

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THE HUMANITIES IN TWO-YEAR COLLEGES:
TRENDS IN CURRICULUM

Summer, 1978

Center for the Study of Community Colleges

and

ERIC Clearinghouse for Junior Colleges
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PREFACE

Community colleges have changed in recent years. Increased enrollments in career and vocational programs, elimination of many requirements for transfer students, the attraction of newer disciplines in the social sciences and in other fields, and a widespread concentration on the community at large and their practical and/or recreational demands have altered both the constitution of student bodies and the program offerings.

Changing characteristics of the student population are worth noting. The first of these changes concerns the steady increase in the proportion of two-year college students enrolled in occupational programs: from 13% in 1965 to approximately 30% in 1970 to nearly 50% in 1976.

The second important change that has occurred in recent years has been the increase in the number of students enrolled in non-credit courses or programs. According to a recent American Association of Community, Junior, and Technical Colleges report (1976), over 1.5 million persons participated at that time in courses or programs that did not carry credit (for example--civic, cultural, community interest, and recreational courses).

The third major change concerns the composition of the student population itself. As of 1974 over half (56%) of the students in two-year colleges were enrolled part-time, and over 40% were over age 21, an increase of 10% in the enrollments of this age group since 1970. Part-time and adult students have been characterized frequently as having little interest in taking courses taught as foundation blocks for further study.

How are these changes, then, reflected in the curriculum? In faculty attitudes and future directions? In their orientation to teaching? For the past three years, we at the Center for the Study of Community Colleges in Los Angeles have been actively involved in a study of the humanities in two-year colleges. Under grants from the National Endowment for the Humanities, we have conducted intensive literature reviews of humanities students, faculty, and curriculum;

have surveyed faculty in terms of specific demographics, values, orientation to their work, their professional involvement--and, more recently, their instructional practices; and have conducted studies of enrollment and curricular trends in the humanities.

Using careful selection techniques, we sampled 156 colleges in 1975; 178 in 1977-78. In order to assure representativeness in the selection of colleges and faculty, a two-staged sampling procedure was employed. The first stage involved the selection of a proportionate number of public and private colleges that were appropriately distributed among the various geographic regions. Secondary variables for college selection were institutional size; emphasis--comprehensive, liberal arts, vocational, technical; age; and type of organization--single campus, multi-campus, or two-year branch of a university. The 178 colleges in the current sample comprise 15% of all colleges listed in the 1977 Community, Junior, and Technical College Directory and include 136 of the colleges participating in the original sample of 156.

Within these colleges, we selected instructors and campus facilitators who were involved in one of the disciplines falling under the rubric of the National Endowment for the Humanities. These included cultural anthropology, art appreciation and history, foreign languages (including English as a Second Language), history, literature, interdisciplinary humanities, music appreciation and history, philosophy, political science, religious studies, and social studies (including cultural geography and ethnic and women's studies). According to NEH's definition of the humanities, the performing arts were excluded as were English composition and physical anthropology and geography.

In 1975, 1,493 randomly selected humanities instructors and a smaller coterie of 505 non-humanities instructors and chairpersons responded to an 11-page Faculty Survey. This constituted an 84% response rate. (A report of the many findings from the Survey are contained in a book published in 1977 by Praeger--The Two-Year College Instructor Today by Cohen and Brawer.) This monograph includes information from the Faculty Survey regarding the various disciplines in which they are involved. It also contains information stemming from three other sources: a survey of 178 campus facilitators who provided information on enrollment trends and curricular patterns; a survey of the instructors of 860 class sections who supplied data on instructional practices; and an intensive examination of 1975 and 1977 Spring schedules of classes of the 178 participating colleges.

The procedures used for the last two methods of gathering information were as follows: Class schedules for Spring 1975 and Spring 1977 were obtained from the colleges participating in this national study. Information regarding day and evening, credit and non-credit courses and class sections was derived from these schedules. Further, a list of all humanities courses appearing in each college's class schedules was sent to a campus representative (facilitator) who was asked to provide enrollment figures for each humanities course specified and to answer certain questions regarding humanities activities.

In addition to the data about attitudes, demographics, future plans, and work orientation of instructors in the various disciplines gleaned from the Faculty Survey, this monograph also presents information about courses and enrollment in the various disciplines. A considerable amount of information regarding particular trends is offered and various suggestions are made for improving the status of humanities in terms of the associated disciplines.

When we consider that two-year colleges in America, including both private junior and public community colleges, currently enroll over four million students, or 35% of the total national college enrollment, we see that the humanities could potentially affect a sizeable portion of the population. The information contained here should be of interest to humanities instructors, college curriculum committees, would-be instructors, and college administrators who are concerned with both their campus functioning and with the relationship of the humanities to the total college structure.

The reports contained in this monograph are divided into two sections. Part I is concerned with enrollments and curriculum and certain suggestions about programs and instruction from facilitators of our 178 sample colleges. Part II deals with reports about the way instructors, grouped according to discipline, perceive their roles. Because of the way this sample was drawn, we believe that the findings may be generated to a much wider spectrum of colleges throughout the country. The material is divided into disciplines falling under the purview of the National Endowment for the Humanities, and these disciplines are arranged in alphabetical order. References cited are at the end of the appropriate chapters.

In Part I, Jack Friedlander, a graduate student at UCLA and research associate at the Center, wrote the chapters on foreign languages, history, music history and appreciation, and political science. He also co-authored the chapter on philosophy curriculum with Katherine Shamey, a philosophy instructor at Santa Monica College.

Harold Cantor, a post-doctoral scholar at the Center, wrote three chapters: cultural geography and ethnic, social and women's studies; integrated humanities; and theater and film.

Sue Schlesinger, a graduate student at UCLA, was responsible for the literature chapter in Part I.

William Cohen, a Center research assistant, wrote the section on art history and appreciation for this portion. He also did all the drawings in this monograph.

The two remaining chapters in Part I, concerned with anthropology and religious studies, were written by Florence B. Brawer, Research Director and Publication Coordinator of the Center. She also wrote the major portion of the second section, dealing with responses to the Faculty Survey that queried 1,493 humanities instructors and 505 non-humanities people, principally chairpersons; and she revised and edited the entire manuscript.

Arthur M. Cohen, Center President and Principal Investigator of the project, did some of the writing of Section II and reviewed and commented on all the material.

We are indebted to the National Endowment for the Humanities and to Stanley Turesky, our Endowment project director, for making this project possible.

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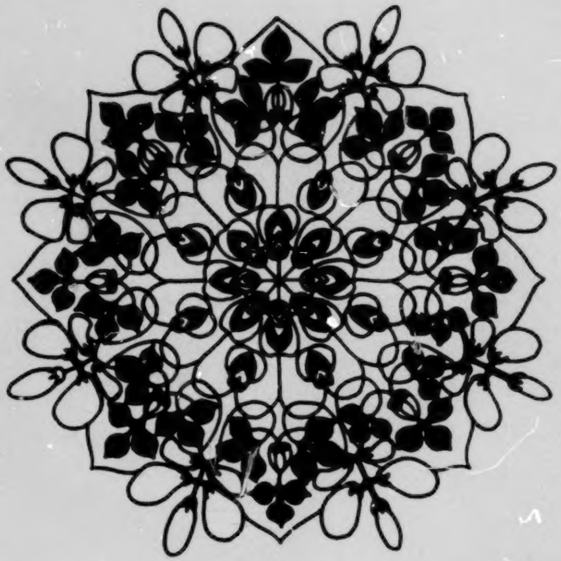

PART I

INSTRUCTION AND CURRICULUM IN THE HUMANITIES

In 1976--after we at the Center for the Study of Community Colleges had reviewed the literature on humanities faculty, students, and curriculum and had engaged in some preliminary discussions and debates about college directions, course emphases, and the importance of particular programs and postures--we wrote that "the perpetuation and diffusion of the humanities typically occupies a priority status far below that of career education, remedial studies, adult basic education and student guidance." We also urged that "if the humanities are to play an important role in two-year colleges, then the people involved must be aware of existing situations. They must recognize the impact of humanities education on students enrolled in all types of courses, and must base their awareness upon a knowledge of existent data" (Cohen and Brawer, 1976, Part I, p. 1).

Under grants from the National Endowment for the Humanities, we have spent a great part of the last four years doing just that—trying to perpetuate the humanities in two-year colleges by surveying instructors in selected colleges throughout the country, alerting key people in the colleges to their plight, providing data, and disseminating information through articles and books, workshops, and seminars.

Data for the first part of this monograph have been collected from four sources: 1) special visits to 19 colleges scattered throughout the country to gain in-depth and on-site information about the humanities; 2) a survey of 178 campus facilitators who provided information on enrollment and curriculum patterns from each of their colleges; 3) a survey of 860 instructors, selected through a stratified random sampling procedure, who supplied data on instructional practices; and 4) an intensive examination of Spring 1975 and Spring 1977 schedules of classes for the 178 participating colleges.

Some of our most recent findings about the various disciplines which fall under the rubric of the humanities are discussed here. Perhaps this information will be helpful in formulating some ideas for furthering the humanities in two-year colleges throughout the country.

First, we find that while the total enrollments in our participating colleges are up (by 7%), the total humanities enrollments are down, by 3%. Decreases range from lows of 13% in literature and 10% in anthropology to a 3% decline in geography and ethnic studies. Enrollments in music are down by 9%; history and philosophy have been reduced by 8%; and art has decreased by 6%. The only humanities courses that have seen an enrollment increase are political science (4%), interdisciplinary humanities (6%), and foreign languages (9%). The increase in languages, however, is not pervasive for the field as a whole. Indeed, if it were not for Spanish and for English as a Second Language (considered to be a foreign language), the languages would be going the way most other humanities enrollments are going--down.

Second, except for political science, history, and literature (in order of incidence), many two-year associate degree-granting institutions offer no courses in the humanities. This suggests an extreme narrowing of curriculum, and indeed, there are widespread discrepancies in the percent of colleges offering certain humanities courses. For example, whereas 82% to 91% of our sample colleges offer some courses in literature, history, political science, and foreign languages, geography, religious, social, and ethnic studies are found in considerably less than one-third of the colleges. Anthropology, art history and appreciation, liberal arts (including interdisciplinary humanities, film, and theater), and philosophy are in about one- to two-thirds of the colleges. Music appreciation is found in 74%. In all cases, the greatest number of humanities courses are in colleges opened before 1960, with fewer offerings in these areas in the more recent years.

And, generally, as might be expected, the larger the college, the greater the tendency to include the humanities in their several forms. The one exception here is religious studies, where the small, private, usually parochial schools predominate in their offerings of these courses.

Geographic regions also play a role. While there is regional consistency for foreign languages, history, and literature, the West is most likely to offer anthropology courses, which are least popular in the South. Art is likely to be offered in the mid-West and Mountain states, while political science and social and ethnic studies are less popular in the Mountains. All the sampled colleges in the Northeast and the West offer history and literature; 100% of the colleges in the West also have programs in philosophy and political science, and over 90% list courses in cultural anthropology, art history, foreign languages, and music.

Third, although nearly all the colleges offer history, literature, and political science, and 80% of them offer foreign language, the range of courses is narrow. History is usually all United States and Western Civilization; literature is generally the introductory/survey course; the one political science course typically offered is United States Government; and foreign language courses are predominantly Spanish. This is especially true of the smaller and medium sized colleges. In short, students in colleges with fewer than 7,500 students rarely have an opportunity to study anything specialized.

Let us now move from courses offered to the classes themselves. We find that the average class size for the humanities as a whole is 28 students. Classes typically range from 37 students for interdisciplinary humanities courses to 19 in the foreign languages. Only 12 of the 860 class sections that we surveyed had 100 or more students enrolled, and 54 of them enrolled fewer than 10 students. Incidentally, the larger class sections tend to be taught by faculty with the most experience. And, conversely, more part-timers tend to teach smaller classes than do full-timers.

Instructors' goals for these classes also vary. In response to questions regarding qualities they desire their students to achieve, we find that "Learn to make better use of leisure time" was almost never cited in a group of four choices, while "Develop citizenship qualities," "Aesthetic appreciation and sensitivity," and "Language skills" drew approximately equal responses.

In another set of four desired qualities, the goal "Gain respect for traditions and heritage" drew only 10% of the responses. "Understand their own and other cultures" accounted for 45% of the responses; "Develop their own values," 24%; and "Gain abilities to study further in the field," 19%.

From the third set of designated goals, more than half the instructors selected "Develop the ability to think critically" as the most important for their students to achieve. "Gain qualities of mind useful in further education" drew a 30% response; "Understand self" was the third choice, with 11%; and only 3% selected "Learn to use tools of research in humanities."

Thus we see that while our faculty respondents generally perceive the humanities as part of the academic curriculum, they are not seen as useful for leisure time activities, not particularly important as tools for learning to understand self, and not useful as steps to further research. The top ranking goals, learning to think critically and understanding cultural heritage, are central to General Education and are very much within the academic mainstream.

Instructors in the various disciplines ranked these goals consistently with what one might expect from the nature of their disciplines. "Develop aesthetic appreciation and sensitivity," for example, was selected as the top goal by nearly all the art and music history and appreciation instructors, whereas foreign language teachers wanted students to develop language sensitivity and skill, and anthropologists desired an understanding of one's own and other cultures.

As for the amount of time that instructors spend on the various classroom activities, lecturing generally consumes about 45% of time; class discussions about 21%; and student oral presentations, 8% for most disciplines. Quizzes and examinations take up about 8% of class time, balanced across the disciplines. The use of reproducible media ranges from 5% in philosophy classes to 26% in art and 32% in music appreciation, with a mean of 10%. A few political science instructors utilize guest lecturers; simulation and gaming are found in some foreign language classes, and music and art appreciation and history classes utilize field trips. In general, however, little use is made of these activities, and the typical procedure for most humanities instructors is just that--typical and traditional.

On the other hand, in those instances where reproducible media are employed, maps, charts, illustrations, and displays are most popular. More than half the respondents use films and slides and audio tapes, cassettes, and records, and many use film strip and overhead transparencies.

Nearly all of our responding instructors assign texts and/

or other books in their classes, and over two-thirds also rely on course syllabi and handouts. Lab materials and workbooks, anthologies, journals, and similar reference materials are required by 20-33%. Faculty who are most experienced tend to rely on collections of readings and reference books; those with least experience tend to rely on syllabi and handouts.

Around two-thirds of the instructors are well satisfied with the texts, and about 5% wrote the texts for their class. Half of them had total say in the selection of texts. Interestingly, the small colleges seem more inclined to allow instructors to select their own texts, and hence, instructors in these institutions are more likely to be satisfied with the materials of their choice. Laboratory materials are prepared by 22% of the instructors, and collections of readings by 24%.

Regarding the emphasis given to various student activities, we find that essay exams and quick-score or objective tests most determine the grades that are given. Papers written outside class are emphasized by a little over one-fourth of the instructors, but other activities are less likely to be stressed. Class discussions, papers written in class, oral recitations, regular class attendance, field reports, workbook completion, and individual discussions with instructors are each relied on less than 15%. Seventy-six percent of the class sections are graded on the traditional ABCDF scale, and sixteen percent on ABCD/No Credit. Pass/Fail and Pass/No Credit are rare.

Some of the differences occurring here seem to be discipline-related. It comes as no surpirse that literature instructors emphasize essay exams as well as papers written both outside and within class. Religious studies and history instructors also tend to utilize essay exams, while anthropologists, musicians, and political scientists emphasize objective or quick-score tests; foreign language instructors are least likely to request papers, which are also not popular with teachers of anthropology, art history, and political science. Usually, tending toward the traditional in their use of media and delivery systems, instructors in the smaller colleges rely more on papers and exams as the basis of student grading than do instructors in the larger institutions. Just about the only instructors requiring field reports are anthropologists and artists, while, expectedly, foreign language instructors stress oral recitations.

When asked what it might take to make theirs a better class, the overwhelming first choice of these instructors was availability of more media or instructional materials, with "Instructor release time to develop course and/or materials" and "Professional development opportunities for instructors" running a close second and third. Almost none of the instructors opted for "Fewer or no prerequisites for admission to class," but 22% of them did want stricter prerequisites. Larger classes were desired by 13%; smaller ones by 27%. And while 21% would enjoy more interaction with colleagues or administrators, only 5% thought less interference from colleagues or administrators would improve their class. More clerical assistance was desired by 19%, and more readers or paraprofessional aides by 12%.

These, then, are the ways a carefully selected group of humanities instructors in 178 colleges across the country address much of their work concerns. In light of the diminishing enrollments in most humanities classes, what could instructors, administrators, and curriculum committees do to stimulate interest in these disciplines? We have several suggestions.

New classes might be introduced that are consistent with the ways many people in the 1970s are thinking. Ethics and personal value systems, classes based on individual histories and cultural contexts, and languages for travel use might all appeal to the "personal universe" orientation of today. Independent study and travel abroad preparation are also likely to stimulate student interest and might well be tied to several disciplines. Interdisciplinary courses are already achieving some following, and they could be directed to students who are planning to travel abroad or in the country. Credit for television classics and for theater attendance are also popular ways of stimulating interest--and, incidentally, college enrollment. While self-paced instructional units might be offered by several disciplines, foreign languages seem to be especially good candidates for this type of scheduling--particularly in the smaller colleges that offer so few languages. The range of foreign language courses could also be expanded by establishing exchange programs with neighboring institutions (either two-year or four-year). Colleges offering foreign languages that are not provided by neighboring institutions could encourage out-of-district students to enroll in their courses. The reverse would hold. No college need monopolize all areas but certainly some could specialize to the benefit of many students.

While women's literature and women's and ethnic studies have not maintained the momentum they first created, they present other possibilities, as do bilingual and bicultural courses. Interdisciplinary courses seem a natural in these contexts. Literature could also effect the occupational students by discussing materials unique to specific careers. And anthropology could emphasize the students in relation to their own cultural backgrounds, as well as familiarizing them with the heritage of others.

Several allusions have already been made to interdisciplinary courses. Our investigations have uncovered a number of different types of programs that are being conducted, and these might be expanded to other institutions. For example, a course entitled "Cultural Patterns of Western Man' compares the backgrounds, organizations, and style of philosophy, music, literature, painting, sculpture, and architecture. Bronowski's Ascent of Man remains a prime example of an interdisciplinary program and could well be reissued. "Science and Society" or "Science and Political Ideology" seem naturals. The list could go on and on.

Making courses more attractive to potential students by changing titles or catalog descriptions seems so simple that it is hardly worth mentioning. And yet, some colleges have found this to be effective. We would hope that the content of the courses might be as interesting as their titles!

Another thought for stimulating interest in special fields of study is directed to the professional societies. By making efforts to attract two-year college instructors into their association as board members and conference participants, they could well find themselves generators of ideas for the classroom.

Other suggestions include restructuring survey courses, employing innovative instructional techniques, and offering courses closely aligned to student educational needs and interests. Specialized history courses in the Third World, the city, the environment, the community, and current events in an historical perspective are cases in point.

Specialized museum or concert-related courses, or segments of courses, are further possibilities. These could run the gamut from courses dealing with the international King Tut or Peking antiquities exhibits to Black American man, rock, or church music.

Some people--college presidents as well as faculty members--are now beginning to urge stricter course requirements and a return to the basics and to General Education. Others point to the introduction of humanities modules or entire humanities courses in vocational/technological curricula. As an example, what would be wrong with a module on Death and Dying offered by anthropology, philosophy, and religious studies instructors for nursing and mortuary students? How about a course on the ethics of pricing for auto mechanics? Or Spanish or French for emergency units, and medical ethics for the paraprofessional health careerists? Wouldn't it be useful to include commercial music for piano tuners, and a unit on Japanese floral arrangements and Japanese gardens for horticulture students?

If the humanities are to continue in the two-year colleges, steps must be taken to stimulate greater interest in them. Passivity will not encourage enrollments. The possibilities are endless and many of the people involved are concerned. It would be productive to instigate actions that might be taken in two-year colleges throughout the country to stimulate enrollments in the humanities and encourage wider ranges of courses in this important area.

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1. ANTHROPOLOGY IN TWO-YEAR COLLEGES

Florence B. Brawer

Traditionally, anthropology has been a stepchild in the community/junior college. Never very popular with the heterogeneous student bodies, this field seems to generate less and less interest as transfer students are reduced in number and career and non-degree students expand. Indeed, as long ago as 1963, Lasker and Nelson decried the fact that two-year colleges offered only a limited number of university-parallel anthropology courses and that their libraries claimed a dearth of material in the field.

To counteract this lack of interest, some colleges have tried to appeal to the typically more practical-minded two-year college students by offering anthropology courses tied to contemporary urban problems (Saad, 1972). Others have looked to television (Cooper, 1974), to field studies (Day, 1975; Myers, 1970; Huggins, 1974), and to individualized programming (Moore, 1976) as ways of attracting students. Most of the studies that are reported have dealt with a single course, single institution, or single state.

While these reports are interesting, they do not supply us with information about anthropology on a national level, nor do they offer suggestions regarding its position in two-year college curricula. Needed now are answers to questions regarding types of courses that are being offered, enrollments in the various types of courses, and activities in which anthropologists might engage in order to stimulate enrollment. This chapter addresses these questions.

Like geography, anthropology is a field that is split between physical and cultural content. Whereas the cultural aspects of these disciplines fall within the rubric of the National Endowment for the Humanities, their physical counterparts belong to the sciences. Thus, this dividing the field into two separate disciplines within a major single area forces us to confine this discussion to courses that are either general/introductory--concerned with the broader field of anthropology--or that are specifically cultural in content.

For purposes of this report, course offerings within cultural anthropology were classified into four categories: introductory/survey; American Indian; folklore, magic, and mythology; and specialized anthropology--dealing with some content not covered by the previous three categories.

TABLE 1

CULTURAL ANTHROPOLOGY ENROLLMENTS AND COURSE OFFERINGS

Category	Number of Courses		Percent Change	Enrollment		Percent Change
	1975	1977		1975	1977	
Total colleges of 178 sampled offering any cultural anthropology courses	78 (43.8% of all)	81 (45.5% of all)	+3.8	8,097	7,249	-10.4
Introductory/ Survey Courses	80	87	+8.7	6,861	6,133	-10.6
American Indian Courses	8	11	+37.5	268	252	-5.9
Folklore/Magic/ Mythology Courses	--	3	--	--	89	--
Specialized Anthropology Courses	27	26	-3.7	968	775	-19.1

The trends evidenced in Table 1 are consistent with those for the total humanities offerings in the sample colleges. While three of the four types of course offerings increased over the two-year time span, enrollments were down for all four types--as much as 19% for the specialized courses. What is even more interesting, however, is the fact that few courses are offered for either of the years examined. In fact, less than half the colleges offered any cultural or introductory/survey courses in anthropology in either Spring 1975 (44%) or

Spring 1977 (46%).

There was much variation by institutional size in these course offerings. For example, in the most recent time period, only 17% of the small colleges (up to 1,500 students) offered a cultural anthropology course. A larger percentage (53%) of the middle-sized institutions (1,500-7,000 students) and still larger numbers of the large colleges (85%) offered such a course.

When it comes to geographic regions, the West leads all other areas with 88% of its sample colleges offering anthropology courses in 1975 and 94% in 1977. The Midwest is a far second with 36% of its colleges presenting anthropology courses for the two years examined, and the South is third, with 26% of its colleges offering courses in the field in both years. Of the 29 private colleges in our sample, only five in 1975 and three in 1977 offered any course fitting into one of our four anthropology categories.

In addition to the information afforded by class schedules for the two periods examined, data were also obtained from campus facilitators in our subject colleges who reported special occurrences in the humanities at their campuses and responded to such questions as, "Have new courses or programs been introduced?" "Has your college sponsored any conferences dealing with some aspect of the humanities?" "Has your college received any grants to further the humanities?"

Several respondents pointed to new courses (e.g., world art, a summer tour course; women's studies; comparative religion) or other special events. Very few of these, however, dealt with anthropology. One college discussed courses in Appalachian studies. A few others pointed to courses in American folklore, archaeology, Mexican-American and American-Indian cultures, a televised anthropology course, and antiquities seminars in archaeology and anthropology. Apparently very little of a new or unusual nature was introduced in terms of departments or divisions of anthropology.

Instructors were also asked a number of questions regarding their instructional practices. Like other humanities courses, most of the cultural anthropology classes are confined to 10-39 students; however, one course attracted over 59 students.

Anthropology instructors voted qualities they desired their students to achieve in a slightly different manner from the ratings by the total group of humanities instructors, as presented in Table 2.

TABLE 2

THREE GROUPS OF QUALITIES INSTRUCTORS DESIRE THEIR STUDENTS TO ACHIEVE

Qualities	Rank Orderings of Total Sample	%	Rank Orderings of Anthropology	%
A. Develop citizenship qualities	3	29.8	1	40.7
Develop aesthetic appreciation and sensitivity	1	33.5	2	33.3
Develop language sensitivity and skill	2	31.7	3	7.4
Learn to make better use of leisure time	4	1.5	3	7.4
No answer		3.5		11.1
B. Understand their own and other cultures	1	44.9	1	45.3
Develop their own values	2	23.6	3	23.1
Gain abilities to study further in the field	3	19.1	4	19.4
Gain respect for traditions/heritage	4	10.0	2	10.2
No answer		2.4		2.0
C. Learn to use tools of research in humanities	4	3.3	4	--
Gain qualities of mind useful in further education	2	29.9	2	29.6
Understand self	3	10.5	3	11.1
Develop the ability to think critically	1	53.6	1	51.9
No answer		2.8		7.4

Anthropologists include a few more field trips in their class plans than do other humanities instructors, and they have more say in choosing texts and other assigned books than do instructors in other disciplines. At the same time, they are less satisfied with the laboratory materials and workbooks than other instructors. Otherwise, they are very much like most other humanities people in their instructional approaches.

At the beginning of this chapter, questions were asked about enrollment trends in anthropology and about things that could be done to stimulate interest in the field. Our data indicate that while the number of course offerings has increased in three of the four types of anthropology considered here, enrollments are down in all four areas, and little seems to be done in terms of either class procedures or college-endorsed activities to stimulate larger enrollments.

In view of this enrollment depression and the national thrust towards employing more part-time instructors than full-timers, it would seem that anthropologists would be not a little concerend for the future of their discipline in the two-year colleges. Concerned enough, they might attempt several things. They could devise special courses to appeal to students' cultural heritage and encourage them to examine their own roots as a field of study. They could develop courses or segments of courses to fit into vocational programs--for example, a unit on dying or mourning in various cultures for the mortuary science or nursing students. They could also develop such course-related activities as field trips to special Indian sites, present lectures on ethnic groups, and disseminate information about cultural patterns for students enrolled in college-sponsored travel courses. Anthropologists might also be encouraged to assume more active roles in their disciplinary associations, and this in turn could generate ideas for stimulating student interest. Lay people in the community who hold special expertise that could be shared with both students and staff might well be actively involved.

The list could go on. One industrious, involved instructor in any institution can do a great deal to create concern for his/her discipline. We would urge more anthropologists to adopt this stance and push for their discipline.

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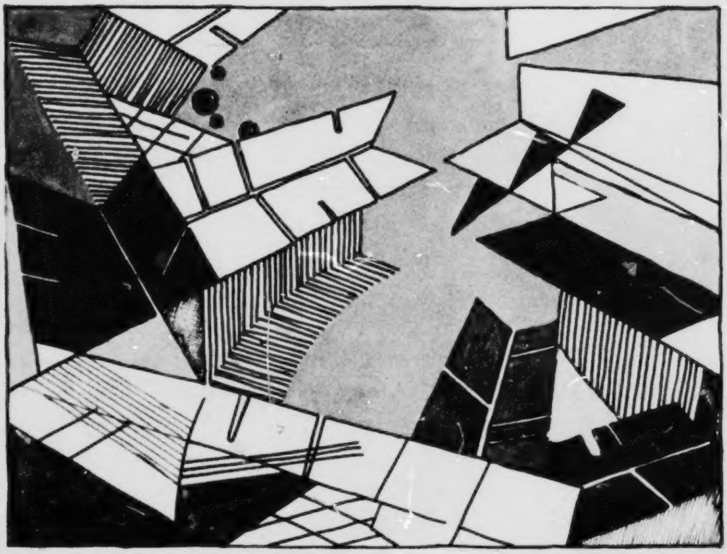

2. ART HISTORY AND APPRECIATION

William Cohen

What is happening to art history in American two-year colleges? What kinds of courses are typically offered? Are enrollments increasing or decreasing? This chapter presents some of our findings regarding art history and appreciation, discusses trends of the last five years, and offers some predictions about the future of art history in the two-year college.

Unlike studio courses in which techniques are taught and which are outside the purview of the humanities, art history is an academic humanities course wherein the creativity and form of artists of the past are discussed, and works of art are presented in their contemporary cultural, political, historical, religious, and social context. Thus, art history is inherently interdisciplinary and could well lend itself easily to innovative methods of instruction and media use.

Even though most colleges offer some instruction in art history, usually on the introductory or survey level, astonishingly little information has been published concerning its role in the community college. Most reports deal with planning and instruction, not with information about curriculum and enrollments. For example, methodologies for community college art history courses have been discussed by Mahoney (1970), the New Art Association (1971), Minutillo (1972), and Ohren (1972). Ohren and Minutillo were also concerned with the movement of art history towards an interdisciplinary humanities type of course. Sloane (1973) and McCulley (1975) surveyed student outlooks and teacher's attitudes and employment trends, while Logan (1975), updating his 1955 study, looked at art history instruction in secondary schools.

In a survey of 102 colleges, Jansen (1971) found that three-quarters of them offered courses in art history. His figures indicate that the greater the institutional enrollment, the more likely that art history classes were offered and that art-related activities--exhibits, lectures, and various educational resources--were presented. Similarly, institutions oriented toward vocational education were more likely to offer studio courses than historical surveys. In campuses with an equal proportion of men and women, more art history classes occurred than in predominately male schools, where the emphasis was on commercial art. And, as might be expected, art faculty members generally expressed a desire for more comprehensive art programs.

In his study of the art and music curricula in Missouri junior colleges, Gardner found widely varying course offerings in public colleges operating without state guidance. Because there were virtually no requirements for either art or music education at these institutions, "three quarters of the students...receive no music or art instruction" (1967, p. 44). On the other hand, Jansen, surveying the North Central Association of Colleges and Secondary Schools, noted that "the popularity of [art history] courses can, for the most part, be accounted for by the fact that they either fulfill a requirement for an art major or in most instances a humanities requirement. Conversely, the sparsity of more advanced courses can be attributed to the same cause, that they do not fulfill general education requirements" (1971, p. 3).

Surveying art history courses in California community colleges, Ohren found class size related to instructional method. "The more emphasis the instructor puts on the slide-lecture approach, the less important class size is to him. Obviously, the less discourse that is encouraged between instructor and student, the less need there is to limit class size" (1972). Being the only art historian on the faculty at Niagara County Community College, Minutillo (1971) also had to teach the most basic studio courses. He wrote that meeting with colleagues from other community colleges, he got the impression that the service-to-the-studio role was fairly common. Mahoney (1967) also found that art history is taught at many colleges by faculty members who are practicing artists.

Although the literature provides some important information, many questions remain about the status of art history in two-year colleges. Have recent trends towards vocational education, for example, caused two-year college art history enrollments and course offerings to suffer, as have the rest of the humanities? Are attempts being made to attract new students to art history and to make courses more relevant to current interests or exhibits in the community? Are new media and new instructional approaches being employed? These and other questions are addressed here.

In comparison with the total humanities enrollment that decreased 3%, art history enrollments decreased by 6% in two years. Seventy percent of the colleges offered art history classes in 1975, sixty-eight percent in 1977. This downward movement seems to be part of a trend since Jansen's search. Neither of these two studies, however, take into account art history generally taught in humanities survey courses, a desire on the part of some colleges to incorporate art history into an interdisciplinary program, nor the role of changing school requirements in enrollment fluctuations.

Predictably, two-year colleges not likely to offer art history are vocational-technical institutes. Our data also indicate that art history is strongest in the Northeast section of the country, weakest in the South, and, confirming Jansen's (1971) finding, less likely to be offered in small colleges than in the larger ones. The average number of art history classes offered by our sample colleges was three, although as few as one and as many as six classes were reported.

For purposes of this report, the art history courses have been divided into two categories: introductory and specialized. Introductory courses, which include general surveys of art and art appreciation, are in most instances chronological tours in one or two semesters of the great works of selected important cultures of the past. Specialized courses include the history of art in a particular culture, such as pre-Columbian art, or cultural milieu, such as Renaissance art. They also include the art of a people--for instance, Black American art--or a topical survey, such as the history of masks.

Introductory surveys, by far the most common art history class, comprised 92% of the enrollments in the discipline in 1975 and 89% in 1977. They also accounted for 88% of art history course offerings in 1975 and 85% in 1977.

On the other hand, specialized classes made up 12% of the art history course offerings and 15% of the enrollments in 1977. While specialized courses accounted for this small a percentage of the discipline, there was a sizeable enrollment increase of 18% in classes other than the survey type. This figure has little influence on the total because of the necessarily small enrollment in this category, but nevertheless, it may represent an interesting movement.

It is also interesting to note that although specialized classes enrolled fewer students than classes of the introductory/survey type, two-year colleges often offer a larger number of specialized classes than introductory ones. That is why, even though there were equal numbers of introductory and specialized courses in the sample (50), there were greater enrollments in the introductory category.

As for the more popular courses, by far the most frequently offered art history class beyond the introductory type was modern art. The reasons for this are unclear, except that students are probably more interested in relevant contemporary issues than in the culturally removed artifacts of the past; also, modern art is controversial in our society and seems to require an explanation to the layperson. The next most frequently offered classes were American art and art of Mexico. While the literature offers no information on the popularity of American art courses in the past, it is not surprising to find that they were offered so frequently in the two years surrounding the bicentennial. All the classes in the art of Mexico including pre-Columbian art, post-conquest Mexican art, Mexican arts and crafts, and Chicano art were taught in the southwestern areas of the United States, indicating a strong interest on the part of American students in the culture of our neighboring country, and an opportunity for the large numbers of Mexican-Americans in the Southwest to delve deeper into their origins.

Other specialized courses, in order of frequency, were Oriental/Far Eastern art, native American art, African art, Black American art, Renaissance art, art in nature, design appreciation, history of art masks, history of fashion, and cross-cultural art of the United States. It seems that specialized courses may well be a way to attract new students to the arts. In fact, 73% of the colleges surveyed reported that new courses had been introduced into the curriculum in the two years previous to their responses; 56% indicated they had made special efforts to attract women and/or ethnic groups by these new classes.

Many of the proposed courses and programs for the future are experimental and interdisciplinary in nature. One such course, called "Inquiries in the Arts and Sciences," features instructors from six different disciplines speaking on a common theme. In another plan, four instructors with such different specialities as art, music, literature, and history cross over into one another's discipline. This takes place several times per quarter and is coordinated with the material being taught. As mentioned earlier, the literature reports that many people feel the interdisciplinary humanities approach is the best way to give the casual-interest student the most exposure to the arts in the least possible time. Other proposed art history courses include a summer tour course on the art of a particular world region preceded and followed by a week of lectures, a trip to the King Tut exhibit for credit, and Japanese art and culture for horticulture students.

The colleges also estimated the attendance of students and faculty at special lectures, conferences, theater programs, film showings, and other events in the humanities. Based on their estimates, the number of art exhibits on campus was usually less than ten per year, with an average attendance of 22% of the faculty members and 24% of the student body. We found that 90% of the colleges had at least one art exhibit, which compares with Jansen's 1971 estimate of 84%.

Art history, which is a study of primarily visual material, has traditionally been taught with such classroom media aids as filmstrips and slides. Sixty-two percent of the respondents to our survey in the humanities as a whole reported the use of new media such as videotape, film, oral and musical recordings, T.V., radio, and newspapers. This is again fairly consistent with Jansen's 1971 estimate of the college art history departments employing supplemental media.

Incorporation of the art of countries now geographically located in the third world and of modern ethnic groups will probably form a lasting part of both introductory and advanced art curricula. While tapering off now, the clamor for ethnic studies classes of the Sixties has still had an effect on textbooks and course outlines (Logan, 1975). A continuous influx of immigrants from third world nations will want to include some exploration of their cultural background in their education, and the technological and urban expansion will increase our interest in our furthest origins along with planning for the future.

If the diminution of humanities continues, we may see art history studies become as interdisciplinary in content as they now are in methodology. Humanities classes may form one complete integrated package or cease to be required at all. Thus, the implications for instructors would seem to be a future priority for teachers well-versed in a variety of humanistic pursuits and for those trained in areas relating to popular needs, such as modern and ethnic art. Of course, unforeseen stimuli may renew the public interest in art history, such as the fabulous traveling exhibitions of Chinese, Scythian, and Egyptian artifacts. In any case, art history instructors will need all the flexibility their interdisciplinary backgrounds can provide to cope with the needs of the future. Even now, attempts are being made by art history faculty and planning committees to build enrollments with new, specialized courses. These courses may relate to current interests of exhibits in the community or appeal to certain groups, such as women and ethnic minorities. The attempts seem to have been somewhat successful in attracting new students, but not sufficiently strong to quell the downward enrollment trend.

Recently some art historians on the faculty have been dropped or asked to teach other courses. Art history teachers must constantly work to convince administrators of the merits of their courses. The issue here is more important than the protection of some faculty teaching positions, however. We are all supporters or consumers in the humanities market on a daily basis. We listen to popular and classical music on record or on the radio, watch serious or serial drama on T.V., react to advertising art, and see films and plays that we both read criticism of and judge for ourselves. Studying the humanities is one of the best ways we know of exposing more people to the rich variety of the arts in our time, and allowing them to make intelligent decisions about the quality of media and art they absorb every day. Perhaps a greater awareness of our popular and fine arts today would result in an elevation of the quality of these arts.

Practical reasons for studying the humanities also demand consideration. Experiencing alternative ways of feeling and perceiving the world lends greater flexibility in coping with new situations, jobs, and problems. Learning about the life and attitudes of people of the past and the reasons for the development of their arts and customs may make us more empathetic and tolerant of alternative ideas and attitudes in our own culture and abroad.

There is much talk about integrating the humanities in vocational education. However, most of the degree programs are packed to the limits already. Allied Health students barely have the time to take an elective on the ethics of their profession. Thus, the need for courses devoted to heightening awareness of our culture and its history becomes important in allowing the student to develop feelings and perceptions associated with the arts. Professions would be better off with a sense of aesthetics. While technicians have given us the great benefits of comfort, transportation, and leisure time in our cities, our urban environment should not be so ugly that we don't want to live there.

It is important to preserve art history as a field of study. Art history has the most potential to be experimental in instruction and to maintain its relevancy with the changing times. Students are encouraged to draw upon their knowledge of other disciplines and integrate it into the new framework of study. Art history seeks to do more than make the student an avid, intelligent museum goer. It encourages the student in the expression of original ideas and perceptions and through the exposure of the great monuments and works of the past breeds a tolerance and respect for good things in our culture. Although art history is declining, it is still a major part of the college curriculum. We hope it will continue to be a vital force in humanities education in the future.

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3. FOREIGN LANGUAGES IN COMMUNITY AND JUNIOR COLLEGES

Jack Friedlander

Much attention has been focused on the relative decline in foreign language enrollments in two-year colleges as compared to total college enrollments in these institutions. Concern has ranged from documentation of this decline (Brod, 1971, 1973, 1975; Twarog, 1977), to identification of factors that might be related to the trends evidenced (Brod and Meyerson, 1975; Cowan, 1976; Allen, 1977), to suggestions on how to halt and, hopefully, to reverse the relative enrollment losses in foreign languages (Arnold and Others, 1975; Buck, 1975; Keller and Ferguson, 1975; Cowan, 1976; Rudin, 1976; Allen, 1977).

To illustrate this decline, Brod (1975) reported that foreign language registrations in two-year colleges increased nearly 2% during 1972-1974 at a time when total college registrations increased by almost 20%. Likewise, Twarog (1977) found that between 1974 and 1975 only 5% of the total two-year college enrollments were in foreign languages as compared to 12% of the four-year college and university undergraduate population. Twarog estimated that the real rate of foreign language registrations at community and junior colleges is only one-third to one-fourth that of comparable levels in the four-year college.

Among the most common factors cited for these relative declines in this field are the lack of interest shown by students in foreign languages, the elimination of foreign language entrance and degree requirements in both colleges and universities (Arnold and Others, 1975; Brod and Meyerson, 1975), the "indifference or opposition of guidance counselors to the value of knowing a foreign language" (Arnold and Others, 1975, p. 32), the current trend towards careerism and more practical or immediately relevant subjects, and, finally, the increased enrollments in career or vocational programs.

Most suggestions on how foreign language departments can broaden their appeal to a wider segment of the student body propose to provide courses that are more closely aligned to two-year college students' educational needs and interests. Some courses that have been suggested as meeting this requirement are career-related classes and programs, such as languages for persons in business, health, and law enforcement; community-oriented courses, such as ethnic studies (Rudin, 1976); language for prospective travelers; and interdisciplinary classes, such as enjoying foreign films and world literature (Kalfus, 1977).

Thus we find that there has been a great deal of commentary on the status of foreign languages in two-year colleges recently. In light of this heightened concern, it is important to examine what changes, if any, have occurred in types of courses offered and in their enrollments. This chapter updates the information about the foreign languages in two-year colleges by: comparing the relative strength of foreign language enrollments in relation to total humanities and total college enrollment in these institutions; examining the types of foreign language courses and the relative frequency with which they are offered in community and junior colleges at two points in time--Spring 1975 and Spring 1977; identifying, on the basis of enrollments, the relative strength of areas within foreign languages; and finally, determining if institutional size is related to the range of foreign languages offered.

Foreign language courses and the number of students enrolled in them were first counted for each college and then grouped into one of nine categories: (1) Spanish; (2) French; (3) Italian; (4) German; (5) Russian; (6) Classics (Greek and Latin); (7) English as a Second Language (ESL); (8) Career-Related Spanish courses (e.g., Spanish for Nurses); and (9) other less commonly taught languages. This analysis was performed separately for Spring 1975 and Spring 1977. In addition, the total number of students enrolled in humanities courses was computed for each of the participating colleges. The data presented in Table 1 reveal that between Spring 1975 and Spring 1977 there was a moderate increase in total college enrollment (headcounts), a moderate decrease in total humanities enrollment, and a rather substantial gain in total foreign language enrollment. The finding that foreign language enrollments increased both as a percentage of total humanities and as a percentage of total college enrollment during the short, but recent, time period examined suggests a reversal of the downward trend in foreign language enrollments witnessed in recent years.

TABLE 1

FOREIGN LANGUAGE ENROLLMENTS IN RELATION TO
TOTAL HUMANITIES AND TOTAL COLLEGE ENROLLMENTS

Category	1975	1977	Percent Change
Foreign Language Enrollments	29,691	32,315	+9.0
Humanities Enrollments	271,465	263,305	-3.0
College Enrollments	740,883	795,925	+7.4
Foreign Languages as a Percent of Humanities Enrollments	10.9	12.3	+1.4
Foreign Languages as a Percent of College Enrollments	4.0	4.1	+.1
N = 178 Colleges			

Enrollments in each of the nine foreign language areas were also compared.

TABLE 2

CHANGES IN FOREIGN LANGUAGE COURSE ENROLLMENTS BY CATEGORY

Foreign Language Area	Enrollments 1975	Enrollments 1977	Percent Change
Spanish	15,471	16,493	+6.6
French	5,496	5,500	0
German	3,139	2,688	-14.4
Italian	870	627	-27.9
Russian	378	283	-25.1
Classics	234	192	-17.9
ESL	2,877	5,302	+84.3
Career-Related Spanish	428	472	+10.3
Other	798	758	-5.0

As shown in Table 2, there was a dramatic enrollment increase in one foreign language area--ESL, a considerable enrollment increase in a second area--Career-Related Spanish, a moderate increase in a third--Spanish, and no change in a fourth area--French. However, enrollments in the remaining areas of the discipline decreased; it was greatest in Russian and Italian. Thus, with the exception of ESL and, to a lesser extent, Spanish and Career-Related Spanish, the downward trend in two-year college foreign language enrollments documented in the Modern Language Association's surveys (Brod, 1973, 1975) has yet to be halted.

The percentage of colleges offering at least one course in a given foreign language along with the percentage of total enrollments represented by each of the areas for Spring 1975 and Spring 1977 are reported in Table 3.

TABLE 3
DISTRIBUTION OF COURSE ENROLLMENTS BY CATEGORY

Foreign Language Area	Percent of Colleges Offering a Course 1975	1977	Percent of Total Foreign Language Enrollment 1975	1977
Spanish	69.7	68.0	52.1	51.0
French	59.6	56.2	18.5	17.0
German	39.9	38.2	10.6	8.3
Italian	11.2	12.9	2.9	1.9
Russian	9.0	7.3	1.3	.9
Classics	3.9	4.5	.8	.6
ESL	26.4	32.6	9.7	16.4
Career-Related Spanish	5.6	9.6	1.4	1.5
Other	7.9	10.7	2.7	2.4
Total	81.5	80.3	99.9	100.0

Spanish, with over one-half of all foreign language course enrollments, is the most popular language in the two-year college; French is a distant second, and ESL, third. A surprising finding is the relatively low percentage of two-year colleges that offer a foreign language course in areas other than Spanish and French; less than 13% of the colleges offered a course in Italian, Career-Related Spanish, Russian, or the Classics. The most disturbing finding is that approximately one-fifth of the two-year colleges examined did not offer even one foreign language course.

Three important implications can be drawn from these findings. First, the choice of foreign languages available to students in most community and junior colleges is limited and, in 20% of the colleges, nonexistent. Second, the fact that many foreign languages were omitted from the curriculum suggests that the downward enrollment trends in these same foreign languages will not be reversed. And third, although not treated in this study, enrollments in particular foreign languages at four-year institutions may soon be affected. For example, students who take a Spanish course at a two-year college may be more likely to take Spanish in the four-year college than German or Italian, which may not have been offered at the college from which they transferred.

The relationship between institutional size and the range of foreign languages offered by a two-year college was also considered. Accordingly, all 178 colleges were divided into three categories on the basis of the size of their enrollments in 1977: small, 1-1,499; medium, 1,500-7,499; and large, 7,500 and over.

TABLE 4

PERCENTAGE OF COLLEGES OFFERING COURSES IN FOREIGN LANGUAGES BY INSTITUTIONAL SIZE

Foreign Language Area	Small (1 - 1,499)	Medium (1,500 - 7,499)	Large (7,500+)
Spanish	46.4	73.7	100.0
French	34.8	57.9	97.0
German	17.4	39.5	78.8
Italian	----	7.9	48.5
Russian	1.4	1.3	33.3
Classics	7.2	----	8.8
ESL	10.1	35.5	72.7
Career-Related Spanish	2.9	7.9	27.3
Other	2.9	6.6	36.4
Colleges Offering at Least One Foreign Language Course	69.6	81.6	100.0

As shown in Table 4, a strong, positive--and expected--relationship existed between institutional size and the percentage of colleges that offered a course in each of the foreign language areas considered. That is, large colleges were much more likely to offer a course in any one foreign language area than were the middle-size colleges which, in turn, were more likely to do so than were the small colleges. This finding indicates that the selection of foreign language courses available to students (or potential students) attending a large college is very much related to the size of the institution--the larger the college, the better the availability of courses.

In sum, foreign language enrollments increased to a proportionately greater extent than did total two-year college enrollments and total humanities enrollments, the latter of which declined in the time-frame considered. Three languages--ESL, Career-Related Spanish, and Spanish--showed an enrollment increase; two--French and other less commonly taught languages--remained relatively stable; and four--German, Classics, Russian, and Italian--decreased. Since in this last group course enrollments are very small, a continuation of their downward enrollment trend will render them "endangered subjects" in the two-year college curriculum.

The most popular foreign language in the two-year college was Spanish. In Spring 1977 nearly three times as many students enrolled in Spanish courses as in French--the second most popular foreign language area. English as a Second Language now takes third place, enrolling almost as many students as French. Since many of the students in ESL courses are from Spanish-speaking backgrounds, it is apparent that foreign language offerings in the two-year colleges are largely comprised of Spanish language teaching.

With respect to the future of foreign languages in two-year colleges, perhaps the most important finding reported here is no foreign language courses were offered in many of the two-year colleges. With the exception of Spanish, students desiring to take a course in a particular foreign language to fulfill a degree requirement, to meet a career need, or to satisfy a personal objective (e.g., German for tourists) would not be able to do so at most two-year colleges. Further, the narrow range in both type and orientation of foreign language courses available to students in most two-year colleges may suppress enrollments in omitted language areas at all levels of postsecondary education.

Less apparent are steps that foreign language departments can take to address the wide range of student goals and purposes. The most obvious solution to this problem would be for two-year colleges to offer transfer, career-related, and personal enrichment courses in a wide range of foreign language areas. Unfortunately, few of the colleges (especially the middle and small institutions) can afford the luxury of hiring faculty to teach multiple courses in several foreign languages. However, departments could expand their course offerings through the use of self-instructional learning packages. For example, a two-year college could offer a course called Foreign Languages I. Students who enroll in this class could take a self-instructional course in such areas as Italian Grammar and Composition, French for Tourists, or Spanish for the Health Professions. One or two staff members would supervise the course, and students would receive credit in the language area they completed (e.g., Foreign Languages I: Introduction to Italian Grammar and Composition).

Another approach two-year colleges could take to expand the range of foreign language courses offered would be to establish exchange programs with neighboring institutions (either two-year or four-year). That is, a college which offered language courses in areas not offered at a neighboring institution would encourage students from the neighboring school to enroll in its courses and vice versa.

Two-year community, junior, and technical colleges currently enroll four million students throughout the nation, one-third of all students in American higher education. However, despite the magnitude of this population, just a bit over 4% of these students enroll in foreign language courses. If foreign language departments wish to increase their course enrollments they will have to become more aggressive and imaginative in the methods they employ to attract new students.

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4. CULTURAL GEOGRAPHY, AND ETHNIC, WOMEN'S AND SOCIAL STUDIES

Harold Cantor

The major disciplines comprising the humanities at community colleges are relatively easy to define and classify into subgroups. Even such maverick courses as theater and film appreciation and interdisciplinary humanities have affinities that make it convenient to consider them under a single rubric. It is more difficult to decide how to classify such courses as ethnic studies, women's studies, cultural geography, and specialized social studies courses. Each of these areas has counterparts within the traditional disciplines: cultural geography embraces elements that may be treated in African or Anglo-American history; such social studies courses as "The

Individual and His World," "Law and Society," and "Contemporary American Civilization" have overlapping content with political science and United States history; ethnic and women's studies have separate dimensions and emphases when offered by literature departments and history departments.

Despite this overlap, these four mentioned areas are cultural in character, humanistic in their concerns, and fall within the defined subjects that concern the National Endowment for the Humanities. In fact, the interconnections between these miscellaneous disciplines are interesting in themselves and shed light on the direction the humanities curriculum is taking.

Relatively few colleges in our national sample listed these miscellaneous courses in their catalogs in either 1975 or in 1977. Of the four areas, the number of colleges offering ethnic studies remained constant; fewer colleges offered the other areas in 1977 than in 1975. With the exception of social studies, the number of courses in these miscellaneous areas also declined.

TABLE 1

CHANGES IN COURSE OFFERINGS AND ENROLLMENTS IN CULTURAL GEOGRAPHY AND SOCIAL, ETHNIC, AND WOMEN'S STUDIES

	Cultural Geography		Social Studies		Ethnic Studies		Women's Studies	
	1975	1977	1975	1977	1975	1977	1975	1977
Total Colleges Offering Course	47	39	23	21	27	27	6	5
Percentage Change	-14.8%		-8.6%		0%		16%	
Total Courses Offered	51	41	40	42	67	63	7	6
Percentage Change	-19.6%		+5.0%		-6.0%		-14.3%	
Total Enrollment	2,395	1,889	2,818	2,992	3,180	3,192	160	195
Percentage Change	-21.1%		+6.2%		+0.4%		+21.9%	
N = 178 Colleges								

Enrollments fell drastically in cultural geography, the area which had also registered the sharpest drop in total courses offered, but rose in women's studies, although we are dealing with much smaller numbers. In social studies there was a significant increase in enrollment, while ethnic studies remained stable.

The substantial drop in enrollment in cultural geography is paralleled by our findings in history, where data indicate that the subgroup "Other World Regions" dropped precipitously in enrollment--23%. Lack of interest in history has been deplored in many quarters: Kirkendall (1975), for example, comments on the tendency of students to view history as irrelevant and to desire more practical courses; McNeill (1978) echoes his findings and claims that one way to overcome this is by dividing the world into geographical-cultural areas and emphasizing those historical elements that pertain to current conditions. Cultural geography may be facing the same problems as history; both could profit by attempts to help students perceive other cultures as immediately relevant to their lives. According to Epstein, "No student, and particularly the student engaged in a terminal program whose formal education is not likely to be resumed, should leave the junior college without some appreciation...of the world of which we now are so interdependent a part" (1967, p. 19).

Some social studies courses, like "Law and Society," may be increasing due to post-Watergate student interest in how our society works and the individual's role in the political system. These were among the factors that helped political science achieve a 4% gain in enrollment over the two-year period. At the same time, such courses as "The Individual and His World," make frequent use of media and guest lecturers from the other disciplines. Our analysis of integrated humanities, which showed a gain of 7%,concluded that some of the students were attracted to courses where the learning mode seemed natural and familiar and that interdisciplinary courses have a special appeal for career and nontraditional students, who must maximize exposure to the humanities in a shorter time interval.

According to Green and Hernandez (1974), ethnic studies first began to be developed and reported in the literature in 1967. "The minority-oriented courses were initiated largely as a result of minority student complaints of racism in the college curriculum, a charge substantiated by the fact that Western civilization was the only civilization being studied and that European or American art, music, literature, history, philosophy, and theatre were taught as the only significant elements of that civilization" (Cohen, 1975, p. 74).

Lombardi (1971) charted the rapid development of black studies in community colleges nationwide: before 1965, only ten of his respondent colleges had black history courses; by Spring 1967, 23 had these courses; while the next year, 47 had adopted them. In 1968, the year of Martin Luther King's assassination, the deluge began; 100 additional community colleges reported offering black studies, and the following year an additional 95 schools inaugurated black studies courses.

While this had been happening, traditional disciplines and departments had been responding to the demand for cultural ethnicity. Our Center data for Spring 1975 show that 28% of the sampled colleges were offering ethnic or women's history courses, and 24% of the national sample were offering ethnic or women's literature courses during the same year. By the second term examined, enrollments in these subgroups had dropped considerably, suggesting that student interest in ethnic studies had leveled off.

What may have happened is a realization on the part of minority students that a major in black studies or Chicano studies does not necessarily lead to a career. An emphasis on basic skills and integration of such sutdies into the whole learning process seems to be what is wanted (Haas, 1974). "I will not hire a student because he got A's in black studies," said a black publisher. "I want that, but in addition I need to know, can he write, can he type, can he contribute to my business?" (Gleazer, 1973, p. 34). Additionally, while ethnic studies are partially designed to enhance the minority student's self-concept, the Anglo community's attitudes must change too. Yet most of the students who enroll in ethnic studies are minority members (Green and Hernandez, 1974)--a fact deplored by many educators (Amann, 1974; Guerra, 1974). Nevertheless, ethnic studies continue to be popular, especially in communities with substantial minority populations, and educators are striving to develop "multicultural studies," that are designed to reenforce pride and knowledge of the student's cultural heritage while integrating basic skills and synthesis courses into the learning process (Carranza, 1976).

It is interesting to note the parallels that are occurring in women's studies. In the early Sixties, Berry Friedan published *The Feminine Mystique,* a book generally credited with supplying the spark for the current women's movement. Subsequently the college curriculum was attacked by feminists who found it sexist in that women and their accomplishments were excluded from the literature anthologies and textbooks. The colleges responded: Nichols in 1975 surveyed 577 public community colleges and discovered that slightly over half offered credit and/or non-credit experiences designed for and about women (Rossi, 1976). The demand for more women's studies courses is high, as women of all ages flock to the campus (Magarrell, 1978), as child care centers are built, and as special seminars and forums for consciousness raising are scheduled.

But will enrollment in women's studies continue to climb? Although it is too early to tell, if the majority of students who take women's studies courses are female, there is danger that it may follow the path of ethnic studies separatism. Also, as minority and feminist subject matter become available in traditional literature and history courses, student interest in separate ethnic and women's studies may be diffused and enrollment may level off. It is possible that since both arose in response to charges of racism and sexism in the curriculum, both may decline as mainstream courses absorb their subject matter and correct the abuses that brought them into being.

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5. THE HISTORY CURRICULUM

Jack Friedlander

Many reasons have been advanced to account for the relative decline of history in the curriculum of secondary and postsecondary schools in America. Among the most common factors cited for this decline are the elimination of history requirements and the growing lack of interest shown by students in history. These reasons may, in turn, be an outgrowth of the:

> "change in students' attitudes toward a tendency to regard history as irrelevant and to desire more practical courses; increased interest in other social science fields; current trends toward careerism and more practical or immediately relevant subjects. Competition from new areas such as ethnic studies and urban studies...and a redirection of interest to the psychological, sociological, anthropological areas in an age when 'coping' as an individual in society has received great stress" (Kirkendall, 1975, p. 568).

Provided with information that enrollments in history have not kept pace with total college enrollments (AHA Newsletter, 1974), and that the major reasons for this decline have been identified, it is important to know how history departments are responding to the trends that are diverting students from enrolling in their courses and, more specifically, how colleges and universities are combatting the growing lack of student interest in history.

One method of examining the attempts of history departments to respond to student interests and needs is simply to compare the types of history courses offered, the frequency with which they are offered, and the enrollments in these courses at two or more points in time. This type of analysis can yield direct answers to such questions as: What history courses have been added to the curriculum?

Which areas of history (e.g., western civilization, United States, state and local) are expanding? Remaining stable? Declining? And what changes in course offerings, if any, are related to increased or decreased enrollments? Answers to these questions can provide history departments with much needed information for recruiting faculty, planning staff development, and identifying trends in student interests and needs.

In this chapter we examine the types of history courses and the relative frequency with which they are offered in community/junior colleges for the two year period; compare the relative strength of history enrollments in relation to total humanities and total college enrollment in these colleges; and identify, on the basis of enrollments, the relative strength of areas within history (e.g., western civilization, United States, state, and local).

Using the class schedules and enrollment data from each of the colleges participating in this study, history courses were first counted for each college and then grouped into one of six categories: (1) state and local history; (2) United States history; (3) survey of western/world civilization; (4) other world regions history; (5) history of special groups (e.g., ethnic groups, women); and (6) social history (courses concerned with cultural and/or social phenomena such as history of the family and history of educational institutions). Analyzed separately for Spring 1975 and Spring 1977, the total number of students enrolled in humanities courses was also computed for the sample.

TABLE 1

HISTORY ENROLLMENTS IN RELATION TO TOTAL HUMANITIES AND TOTAL COLLEGE ENROLLMENTS

Category	1975	1977	Percent Change
History Enrollments	73,082	67,052	-8.3
Humanities Enrollments	271,465	263,305	-3.0
College Enrollments	740,883	795,925	+7.4
History as a Percent of Humanities Enrollments	26.9	25.5	-1.4
History as a Percent of College Enrollments	9.9	8.4	-1.5
N = 178 Colleges			

Table 1 reveals that between Spring 1975 and Spring 1977 there was a considerable increase in total college enrollments, a moderate decrease in total humanities enrollments, and a rather substantial decline in total history enrollments. However, despite this loss in students, history still accounted for one-fourth of all humanities enrollments in Spring 1977.

The percentage of colleges that offered at least one course in a given area of history as well as the percentage of total history courses and enrollments represented by each of the areas for the two terms examined are reported in Table 2.

TABLE 2

DISTRIBUTION OF COURSE OFFERINGS AND COURSE ENROLLMENTS BY CATEGORY

Area of History	Percent of Colleges Offering a Course 1975	1977	Percent of Total History Courses 1975	1977	Percent of Total History Enrollments 1975	1977
State and Local	27.5	26.4	7.0	7.1	4.9	5.2
U.S.	87.1	88.2	35.9	36.0	54.9	55.6
Western/World Civilization	82.0	82.6	28.9	29.4	28.1	27.4
Other World Regions	27.5	22.5	11.0	9.1	4.1	3.5
Special Groups	28.7	29.8	9.6	9.7	4.1	4.2
Social	24.7	27.5	7.5	8.7	3.5	4.1
Total	89.9	92.1	100.0	100.0	99.7	100.0

These data indicate that for Spring 1977, Unites States history and western/world civilization survey courses dominated. Perhaps the most surprising finding is the relatively low percentage of two-year colleges offering even one history course in other areas. To illustrate, less than one-third of the colleges offered a course in the history of special groups, social history, state and local history, or geographical regions other than the United States. Another important question relates to the range of history areas in which colleges of varying size offer courses. In order to address this question the colleges were divided into three size categories on the basis of their enrollments.

TABLE 3

PERCENTAGE OF COLLEGES OFFERING A COURSE IN AN AREA OF HISTORY, BY COLLEGE SIZE

History Area	Small (1-1,499) (N = 70)	Medium (1,500-7,499) (N = 77)	Large (7,500 +) (N = 31)
State and Local	8.7	27.6	60.6
U.S.	81.2	89.5	100.0
Western/World Civilizations	73.9	82.9	100.0
Other World Regions	7.2	25.0	48.5
Special Groups	7.2	34.2	67.7
Social	17.4	30.3	42.4
Total	88.4	92.1	100.0

As might be expected, the selection of history courses available to students attending a large college is much greater than that available to students attending a medium or small size college.

In an effort to detect any shifts in enrollments that may have occurred within history, the number of students enrolled in each of six course areas in Spring 1975 and Spring 1977 were compared. As shown in Table 4, all of the areas except social history experienced a decrease in enrollments. The greatest change was in other world regions courses.

TABLE 4

CHANGES IN HISTORY COURSE ENROLLMENTS BY CATEGORY

Area of History	Enrollments 1975	Enrollments 1977	Percent Change
State and Local	3,556	3,508	-1.3
U.S.	40,090	37,254	-7.1
Western/World Civilization	20,562	18,392	-10.6
Other World Regions	3,023	2,329	-23.0
Special Groups	3,025	2,810	-7.1
Social	2,626	2,759	+5.1

An increasing number of commentators have noted the growing lack of student interest in history. This is evidenced by the decline in history enrollments at a time when the overall population of community colleges has increased (Millington and Pelsinger, 1975). Among the factors identified as having contributed to this decline are increased enrollments in career or vocational programs, elimination of history requirements, attractiveness of newer disciplines in the social sciences, and student demands for "practical" and "relevant" courses. Among the potential remedies proposed to reverse this downward trend are the restructuring of survey courses, employing innovative instructional techniques, and offering courses that are more closely aligned to student educational needs and interests. Some of the courses that would meet this last condition are histories relating to the following specialized interest: minority groups; women; the Third World; the city; the environment; human settings (e.g., the family, community, religion, educational or legal institutions); and a current-events-in-historical perspective approach concerned with such issues as race, poverty, and war (Hays, 1974; Hammett, Sidman, Longin, and French, 1977).

In light of what has been said, it would seem that the efforts of history departments to broaden their appeal to a wider segment of the student body would be reflected in an increase in the percentage of history courses offered in such areas as the city, ethnic groups, women, and social history. However, we failed to detect any noticeable movement on the part of history departments to offer courses in addition to United States history and western/world civilization that would be attractive to the non-transfer student (e.g., continuing education, occupational) as well as degree-oriented students wishing to take electives in history. More specifically, the results revealed that: a) there was little or no increase in the percentage of courses offered in any area of the history curriculum; b) there was little or no increase in the percentage of colleges that offered at least one course in any one of the six areas of history examined; c) over 80% of the two-year colleges in the sample offered a course in United States history and/or in western/world civilization during the time period examined; d) less than 30% of the colleges offered a course in any one of the areas other than U.S. history and western/world civilization; and e) enrollments in three of these areas either increased (social) or decreased (state and local; special groups) at a slower pace than that of the total discipline.

There are at least three somewhat distinct audiences served by most two-year colleges: students desiring to earn the Associate of Arts degree (including transfer students); those desiring to take a course (credit or non-credit) for personal or career development; and those participating in occupational programs. Students seeking to fulfill a requirement for either a terminal degree or for transferring to a four-year institution seemingly have no problem: most of the colleges offer at least one course in either U.S. history or western/world civilization. However, non-traditional and/or adult students, desiring to take a history course for either personal enrichment or career development face limitations since only a relatively low percentage of colleges offered courses in areas other than U.S. history or western/world civilization (this narrow range of offerings exists particularly in small and middle size institutions).

Nearly half of all enrollments in two-year colleges are in occupational programs. While figures on the percentage of these students who enroll in a history course are not available, the percentage would not likely be high. Perhaps the most difficult challenge facing history instructors in the two-year colleges is to design courses which occupational students would perceive as revelant to them, or better yet, to introduce history as a unit within an occupational course. For example, a history instructor could teach a two-week unit to nursing students on the history of their profession. Along these lines, Cohen (1977) has discussed a number of methods that academic disciplines can use to strengthen their position in the two-year colleges. Only if increased efforts are made to attract continuing education and occupational students to enroll in history courses will the downward trend in history course enrollments be reversed.

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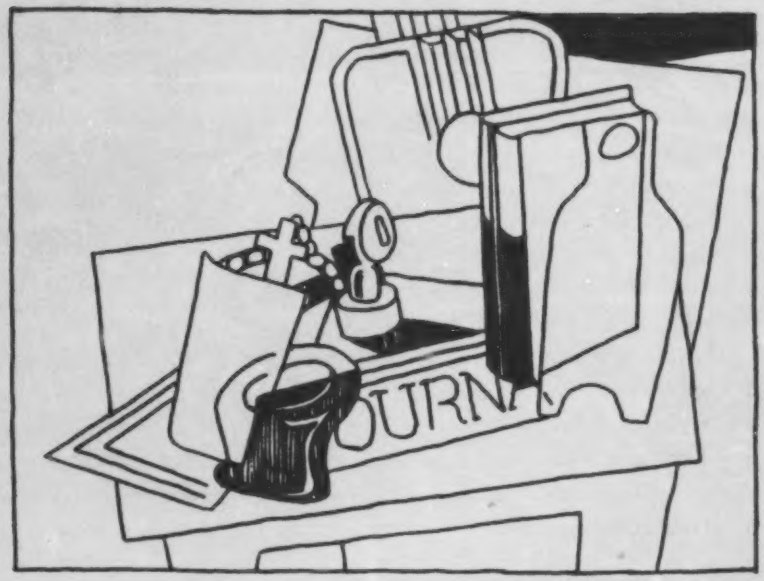

6. INTEGRATED HUMANITIES

Harold Cantor

> "There is at American colleges and universities a growing tendency to offer comprehensive courses in which literature, the fine arts, and music are combined. Often these courses include elements of the history of thought, sometimes of general history. As a result, the title *Humanities*... frequently indicates arts and letters in a mutually integrated presentation" (Graeffe, 1951, p. 1).

These words, written in 1951, still can serve as a working definition of a type of course that has been alternately hailed and dismissed by community college educators. Riding the crest of the general education movement, integrated humanities first entered the community college curriculum in the 1950s, peaked briefly, and then fell. Behind such courses were the ferment and excitement of the Great Books at the Universities of Chicago and Columbia, the Humanistic Study Plan introduced at Reed College, Meiklejohn's Experimental College at the University of Wisconsin, and the pioneering efforts of Graeffe both at Stephens College and the University of Florida.

Since the early Sixties, general education at community colleges has been on the defensive, if not on the decline (Monroe, 1972). Although community college educators agree on the positive value of general education courses, there is wide variance in programs. Some colleges have no general education requirements; others, such as the City Colleges of Chicago, specify that 25% of the credits required in occupational programs be in general education courses; and still others require that 75% of the credits needed for an Associate in Arts degree be in general education courses.

The integrated humanities course lost its momentum because of the disagreements and vagaries of the general education philosophy (Palinchak, 1973). When the burgeoning community college systems were chiefly concerned about transfer, they developed university parallel courses and adopted a distribution system that allowed the student to choose among such courses as English, social science, mathematics, natural science, and humanities. No longer was an integrated core course required of all students. If humanities was listed in the catalogue (for example, in California and Ohio), it was just one of several courses that a student might take to satisfy general education requirements. The doorway was open for a return to specialism, which is exactly what occurred. Teachers hired for their expertise in a discipline taught with fervor and skill the methodologies they had learned in graduate school: New Criticism--not Human Values in Literature; Historical Relativism--not Great Ideas in Western Thought. The interdisciplinarians on the faculty, temporarily thwarted, looked for new fields. Some went into remedial work.

But the situation has changed in the Seventies. Once again the notion of crossing disciplinary lines and combining elements of literature, art, music, history, philosophy, and sometimes science into a single course is asserting itself.

This chapter presents data on integrated humanities from our national study of humanities curricula, reviews some recently developed interdisciplinary humanities courses, and draws some inferential conclusions.

We have previously noted that even though total college enrollments had increased over the two-year period, the humanities showed a significant decrease. Table 1 displays these shifts. (The humanities enrollments include students taking one or any number of humanities courses, hence they appear inflated in comparison with college headcount.)

TABLE 1

CHANGES IN TOTAL COLLEGE AND TOTAL HUMANITIES ENROLLMENTS

Total College Enrollments		Total Humanities Enrollments	
1975	740,883	1975	271,465
1977	795,925	1977	263,305
Percentage Change:	+7.4%	Percentage Change:	-3.9%

N = 178 Colleges

Of the 11 disciplines considered, the most severe enrollment decline was suffered by literature (-13%), which also declined in its share of the total humanities enrollment from 1975 to 1977 (1%) and in the total number of humanities courses offered from 17% in 1975 to 15% in 1977. Art, history, music and anthropology showed similar declines, though none quite as dramatic as literature.

On the other hand, the integrated humanities course, listed by the Center as Introduction/Survey of the Humanities, rose slightly but significantly in total enrollments, particularly when compared with the Introduction/Survey of Literature subgroup.

TABLE 2

CHANGES IN TOTAL LITERATURE INTRODUCTION/SURVEY AND TOTAL INTEGRATED HUMANITIES INTRODUCTION/SURVEY ENROLLMENTS

Total Literature Intro./Survey Enrollments		Total Integrated Humanities Intro./Survey Enrollments	
1975	19,851	1975	16,791
1977	17,458	1977	17,976
Percentage Change:	-12.1%	Percentage Change:	+7.1%
N = 178 Colleges			

Introduction/Survey of Literature increased in the number of course offerings, and attracted fewer students. The number of integrated humanities courses remained constant: 49 in 1975 and 49 in 1977, yet managed to attract 1,185 additional students.

Still in evidence at many community colleges are integrated humanities courses that combine music, the fine arts, and literature with an historical and philosophical approach. Such courses are currently taught by several Los Angeles District community colleges. For example, at West Los Angeles College, this course is called "Cultural Patterns of Western Man." Philosophy, music, literature, painting, sculpture and architecture are studied and compared in relation to their background, medium, organization and style. A survey of some of the most productive periods of Western history, from ancient Greece to seventeenth-century Baroque, is included. A companion course, "The Arts of Contemporary Man," brings the student through the 18th and 19th centuries to modern times. A glance at the instructor's syllabus reveals the utilization of films, such as segments from the Bronowski "Ascent of Man" and Kenneth Clark's "Civilization" series, as well as a substantial reading list--Plato, Freud, Darwin, Jung, Goethe, Byron, Thoreau, Skinner and Camus among the source headings.

Since Spring 1974, Kingsborough Community College, a unit of the City University of New York, has successfully administered an experimental one-semester course in freshman English that integrates the teaching of communication skills with the humanities disciplines. The study of freedom is the unifying theme, with four sequential units in semantics, philosophy, history and myth, focusing on the concept of freedom and related concepts like order and responsibility (Keller, 1975).

At Central Piedmont Community College in North Carolina, a physicist became appalled at "the widening gap between the sciences and the humanities" and at "the threats to future civilized society on this earth...and some non-solutions to these threats which vested interests may impose on a scientifically illiterate populace" (McAlexander, 1976, Appendix 8, p. 1). Working closely with the Humanities Department, he designed an interdepartmental course in 1975, "Science and Society," which offers credit in either science (with laboratory experience) or humanities (without). The course borrows from Bronowski's "The Ascent of Man," emphasizes futurism, and, in addition to a substantial reading list, makes use of seventeen 16mm. films. Course units range from "Science and the Quality of Life" to "Science and Political Ideology." Although guest lecturers are utilized and the planners preferred a team-teaching approach, logistics dictated that the course be taught by a single instructor.

An interesting variation of the humanities sequence is scheduled to begin in 1978-79 at Santa Barbara City College. Called Humanities-Triad, the course is divided into six-week modules: 1) Introduction to the Humanities; 2) Introduction to Mythology; 3) The Bible as Literature. The units may be taken independently for one credit but completion of the three units counts towards the general education requirement.

Besides illustrating the diversity of subject matter that falls under the rubric of integrated humanities, all of these approaches have one thing in common: in every case they are taught by a single instructor. These instructors, who usually have wide ranges of expertise involving prior teaching in two disciplines, may have masters degrees in one field and a doctorate in another, or may have done most of their academic work in English but minored in art or philosophy. In any case, they feel qualified both by training and predilection as generalists, and the courses will stand or fall on their ability to integrate materials.

Another method of teaching integrated humanities has evolved where team teaching, collaborative efforts by departments, and sometimes collaboration by entire colleges are undertaken. For example, under National Endowment for the Humanities and Lilly Endowment grants in 1974, three community college districts--Coast (of California), Chicago, and Miami-Dade--designed an interdisciplinary humanities curriculum that employs the artifacts of popular culture (such as rock music, current movies, and television) to lead the nontraditional student to an understanding of self, then to an understanding of the arts in their total historical perspective. Developed by nine humanists who are teachers of philosophy, art, history, music, and rhetoric, the two-semester course contains various modules--such as one stressing linkages among the philosophical ideas of Sartre, Descartes and Hume; Dostoyevski's Notes from the Underground; and more familiar contemporary materials, such as the film "Five Easy Pieces" and a filmed interview with Katherine Hepburn. Available to the teacher is a comprehensive handbook that maintains an interdisciplinary approach and conveys basic ideas and key terms for those who want to introduce the course at other colleges as either a team-taught operation or solo effort (Luskin, 1975).

At the Community College of Denver, Red Rocks Campus, a social science teacher, overwhelmed by the pedagogical problem of teaching history to a student body increasingly occupational, mid-career and practical, decided to team up with English and art instructors. The results was "World Civilization," a course providing students with an opportunity to view civilization from an interdisciplinary approach. Crucial to this approach is the once-a-week general assembly in which the three instructors present, from their individual perspectives, mini-lectures on an aspect of world culture. They then break into discussion sections by discipline (though it is possible for a student to attend all sessions and receive ten credits for the course). The world history sections, and presumably the others, make use of guest speakers, audio-visual materials and self-directed learning units (Joy, 1976).

Sometimes a problem-centered approach is utilized. "Genesis" (1976), the interdisciplinary humanities program being implemented at Golden West College in California, consists of a ten-unit semester centered on the question, "What does it mean to be human?" The pilot course, planned and taught by eight faculty members from different humanistic disciplines, requires ten hours of class time per week and offers students a variety of learning activities: films and lectures, seminars, workshops, readings and independent study. After exposure to five-week segments of the course, entitled 1) Bases of Human Relationships, 2) Alienation, and 3) Friendship, the students put it all together during Celebration Week, a time for presentation of projects and performances and evaluation of their learning (Luskin, 1975).

Saddleback College's (California) Interdisciplinary Studies Program is an ambitious attempt to offer students from varied backgrounds opportunities to learn from the humanities and sciences values that will be useful to their lives and relevant to issues confronting them. Here a core team of instructors of art, physics, literature and political science plan, attend classes and complete assignments for two four-unit courses: "Individualism: The Search for Meaning" and "Time, Space and Deity." A typical session, sometimes utilizing guest lecturers, might include a talk on Charles Darwin and Evolution followed by an analysis of Faulkner's The Sound and the Fury. Students then attend a discussion seminar where the interconnections are explained and amplified. The course may be taken on a credit/no credit basis. Sixty percent of its students are transfer; forty percent are nontraditional students, many of them senior citizens from nearby California retirement communities. Instructors are given released time for planning this program.

At Walters State Community College in Morristown, Tennessee, a team-taught interdisciplinary course called "The Human Adventure" has been developed with the aid of National Humanities Faculty consultants. Focusing on the general theme of Freedom and Responsibility, the year-long course is divided into three quarters: Creativity, Individual Freedom, and Liberty. Personal journals are kept, a daily class log is recorded by a secretary on a rotating basis, and the core instructors encourage an informal, communal atmosphere in the classroom.

Several other colleges have restructured their general education programs along interdisciplinary lines: Macomb County Community College, Michigan (Arnfield, 1968), Miami-Dade's Micro-College (Janaro, 1975); the Rio Hondo Exploratory College, California (Cohen and Brawer, 1974); and Monterey Peninsula College, California (Nash, 1975).

Relatively few two-year colleges have made an integrated humanities year a requirement for all students. One exception is the Foundation Studies Program at Hesston College, a church-affiliated liberal arts college in Kansas. Hesston has arranged articulation agreements with public institutions so that credit for its interdisciplinary program is converted to single discipline credit.

It becomes apparant, then, that permutations and combinations of integrated humanities abound. No single approach appears to be dominant. Courses enter the curriculum because of a variety of stimuli. At Walters Community College the administration felt that an interdisciplinary course would increase enrollment in the humanities department by giving students a taste of the excitement of the arts in action; yet, a frequently cited argument against interdisciplinary courses is that they decrease enrollments in traditional humanities disciplines and therefore should be discouraged.

For the purposes of this paper we need not settle this argument, nor need we consider the many problems and issues cited in the Center's review of interdisciplinary humanities literature (Cohen, 1975). The problems of articulation, what to include, superficiality, teacher preparation, and methodology have not disappeared, but we have evidence that solutions have been developed, and those participating in evaluating experimental integrated humanities courses--teachers, students, administrators--usually feel that the game was worth the candle.

The salient fact remains that the Center data, noted previously, showed a significant increase in the number of students enrolled in integrated humanities in 1977, and although conclusions must be tentative until further data have been examined, there are several inferences that can be now drawn from the evidence:

1. A common thread running through the interdisciplinary programs and courses is that many of them are aimed at occupational or career students. Since there is little room in mechanical technology or nursing students' programs for humanities courses, the integrated approach affords an opportunity to maximize exposure to the humanities in a shorter time interval. The same argument would hold for nontraditional students; those who work have little time and senior citizens lack patience for a traditional disciplinary approach to education.

2. A common factor in all of the interdisciplinary courses is that they are highly mediated, making use of films, television, filmstrips, cassettes and other audio-visual devices both for presentation of classical and contemporary materials. In a country where the average high school student has watched 18,000 hours of television by the time he is 18 and where TV sets are tuned in approximately six hours during every day (Fader, 1976), we can infer that some of the students are attracted to courses where the mode of learning seems natural and familiar.

3. There is an old saw in educational circles that "the teacher

makes the course." Instructors who plan interdisciplinary syllabi and programs and participate in team-teaching efforts are usually high achievers, conscious of the fact that they are innovators, enthusiastic about their cause, and excited about changing the traditional system. This excitement often is communicated to the students who are tired of the traditional approaches to knowledge and are eager to participate in a more informal, experimental program. It can, of course, be argued that an outstanding teacher will make any course seem interdisciplinary. Nevertheless, since so many of these interdisciplinary courses have been funded by NEH and private foundations, teachers and students have a sense of participating in a program backed by resources and materials unavailable elsewhere.

4. During the Sixties, community college planners were necessarily conservative in their attitude toward integrated humanities or interdisciplinary courses since they could not be sure these courses would transfer to the four-year institutions. But since the early Seventies, the picture has changed. Two-year colleges currently enroll over four million students, or 35% of the total national college enrollment. Concurrently, enrollment at public four-year liberal arts colleges is falling off. This makes community college planners less cautious in approving integrated humanities programs and gives them more clout in negotiating articulation agreements. For example, Santa Barbara City College's Humanities Triad will be accepted as a transfer elective in the General Studies baccalaureate degree at California State, Long Beach, and Saddleback College is negotiating with the University of California at Irvine for a transferable interdisciplinary program.

5. Although the final conclusion is the most difficult to prove, it may be the most significant. When one views the spectrum of higher education in its entirety, one is struck by the proliferation of interdisciplinary humanities courses, particularly at the pre-

professional level. An article in Change recently reported on a program at the University of Florida at Gainesville that attempts to infuse pre-professional training with the humanities via interdisciplinary courses in medicine and health-related fields, law, engineering and business (Holloway, 1977). A similar program in Humanistic Legal Studies has existed at the University of Massachusetts at Amherst since 1975 (D'errico and Others, 1976). An exemplary interdisciplinary program for engineers and scientists at the graduate level has been offered for several years at Worcester Polytechnical Institute, and a cross registration procedure for health service professionals at Tufts University encourages the maximum crossover of graduate students between professional and liberal arts courses (Association of American Colleges, 1976; Cohen, 1977). Behind these efforts lies the deeply rooted fear that American colleges are turning out machine-tooled professional robots who, faced with the ever-expanding pressure to acquire specialized skills and knowledge, have not sufficiently confronted issues involving human values or examined their own bases for making ethical decisions.

Coupled with this fear of dehumanization, we can sense a reaction against the narrow specialism that came in the wake of the 20th century knowledge explosion, a feeling among educators at every level of higher education that we can tolerate no longer a system that produces still another paper on "Cloud Formations in Shelley's Poetry" or "The Development of the Kettle Drum from 1750 to 1900." Although solid contributions to knowledge will always be welcome, the urgent need now is for courses that connect ideas and processes, for courses synthesizing thought and emotion. Young people, facing the problems of a technologically scary world with an ever-growing population, energy crises, and quarrels between haves and have-nots, want courses that knock down barriers between human beings, not courses that add to them.

Their teachers want to help them with a balanced, interrelated curriculum. Among other items, the Ladd-Lipset survey of faculty opinion reported in The Chronicle of Higher Education (1977) that over three in four academics believe a core curriculum of basic courses should be required of all students and expanded. While this may be a reaction to increasing student deficiencies in basic skills, it sounds remarkably like a rediscovery of general education.

It would be ironic, then, if we are now approaching one of those cyclical moments in education when the integrated humanities course once again will become popular. In that case, the Center data, while not presaging an end to the humanities drought, do suggest that the interdisciplinary approach is fertile ground for further exploration.

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7. THE LITERATURE CURRICULUM

Sue H. Schlesinger

Literature's diminution in higher education becomes especially apparent when looking at the two-year college--that institution in which the emphasis on the teaching of remedial composition has so dominated the English program. In a study of two-year college English Departments, Shugrue found that 86% of the departments surveyed "devote less than half of their instructional time to literature courses" (1970, p. 5). And, in reviewing studies on literature curriculum in junior colleges, the Center for the Study of Community Colleges found that "the move to stress writing... [has] led in some instances to the elimination of emphasis on literature" (Cohen, 1975, p. 18).

Although various reports dealing with the decline of literature help to provide a curricular profile of this discipline, much more information is needed, and many questions demand response. For instance, are institutions offering more and different kinds of courses so as to attract new students? How do trends in literature course offerings and enrollments compare with total humanities offerings and enrollments? In order to answer these questions, all literature courses were divided into seven categories: Introduction to Literature/Survey of Literature (American, British, World); Genre (poetry, fiction, drama); Authors (Shakespeare, Hemingway); Group Literature (ethnic, women's literature); Bible as Literature; Popular Literature (science fiction, occult literature); and Classics (including mythology and folklore). The strength of offerings and enrollments in various kinds of literature courses were then analyzed in relation to all literature offerings and enrollments, and literature enrollments were compared with total college enrollments.

In seeking to determine the status and relative strength of literature within the two-year college as a whole, as well as within the humanities, a scrutiny of enrollment figures clearly revealed that literature is continuing its decline. From 1975 to 1977, while total humanities dropped just slightly (-3%), literature enrollments fell 13%. And whereas in 1975 literature ranked third highest in enrollments among all humanities disciplines, in 1977 it had dropped to fifth place.

The data were also analyzed to determine the relative importance of the seven different types of literature in relation to the total literature offerings. Findings show that for both 1975 and 1977, the overwhelmingly predominant course was the Introduction to Literature or the Survey of Literature. Introductory courses comprise nearly 60% of the total literature curriculum. There was a small reduction in absolute numbers of courses in 1977 as compared to 1975 (437 in 1975, 401 in 1977).

The second most frequently offered type of courses in both 1975 and 1977 fell into the Genre category. In 1975, this group comprised 17% of all literature offerings; in 1977, it accounted for 15%. Other kinds of literature courses--Authors, Group Literature, Bible as Literature, Popular Literature, and Classics--individually comprise a very small proportion of all literature courses. Indeed, as a whole they account for only one quarter of the literature curriculum. Overall, the hierarchical pattern of the various kinds of literature courses appears to have sustained little change between the two years.

Introductory classes also dominate enrollments with around two-thirds of the students. Courses in Genre again rank second, with around one-sixth of all literature enrollments. The remaining five types of literature courses--Authors, Group, Bible, Popular, and Classics--accounted for the other one-sixth of enrollments.

Looking at individual course enrollments for the seven different kinds of literature courses, all but Bible as Literature suffered a decline from 1975 to 1977. Enrollments in classics dropped most sharply--45%. The next largest decline was in Group Literature, which fell 24%. Popular Literature suffered the third greatest enrollment decline, with a drop of 19%. Enrollments in Introduction to Literature classes dropped by 12%; Authors fell 13%; and Genre courses decreased 9%. Bible as Literature rose by 2%. As noted before, literature enrollments overall dropped by 13%.

What do these figures tell us? First, they explicitly document the downward trend of literature in the two-year college. More important, they indicate that whatever has been done thus far to restructuring literature curriculum in an effort to increase enrollments has not be very successful. Various recommendations have been presented to broaden literature's appeal. Some focus on the restructuring of the literature curriculum in an interdisciplinary manner. As one commentator has suggested, "We can, without sacrificing the traditional and valuable study of literature in terms of its historical development, make room for interdisciplinary skills...and reward those [faculty]...who do new things well or old things in a new way" (Green, 1972, p. 28). And Fisher (1972) has suggested that literature could be more related to a larger segment of students with such courses as "Literature and Sociology," "Literature and Psychology," and "European Literature and the Homogeneity of National Values."

Despite these attempts to popularize the field, the Center data suggest that community colleges have done little in this area. One might have predicted, for example, that Group Literature--one of the more "relevant" kinds of courses existing--would have increased in strength within the literature curriculum since two-year colleges enroll large numbers of ethnic minorities and women. And, with increased attention paid to the Women's Movement as well as to Affirmative Action, an upward trend in Group Literature courses would have been suspected. However, these classes have declined rather sharply in enrollment (-24%) over the past two years. Moreover, the recent emphasis on science fiction and the occult might have suggested that Popular Literature would also have enjoyed enrollment increases. Yet, again, we have seen that enrollments in courses dealing with this kind of material--Popular Literature--dropped by 19% between 1975 and 1977.

That the introductory and Genre courses continue to dominate all others is not surprising, for they are typically required of all transfer students. However, this finding suggests that two-year colleges' varied clientele are unequally served by the literature curriculum. Transfer students can readily take Introductory Literature courses to fulfill a requirement. Yet, a large group of other types of students--those enrolled in occupational programs and those taking classes for personal enrichment or for career development--find themselves with little choice in a curriculum that seems hardly oriented to either their needs or their interests.

Administrators and faculty in two-year college English departments presently face a challenge to create courses that might be more appealing to a wider audience. Besides developing new courses, more traditional literature could be offered in non-humanities programs. Finn offers further ways of attracting more students to literature courses: integrate career education into the classroom so that students can "develop practical skills... related to English and at the same time explore concrete occupational opportunities in a relevant and exciting manner...[And] whenever the class reads literature which describes an occupation or career, the teacher can...discuss the job in such terms as: tasks it involves; skills, information, or knowledge needed to be successful at it; and ethnic discriminatory behavior practiced in it" (1977, p. 8). Additional suggestions for literature offerings include the use of "mini courses, projects, workshops, television productions, and other non-traditional efforts" (Carnegie Conference, 1975, p. 59).

In sum, if literature is to survive, two-year college administrators and faculty in English departments must increase their efforts to attract a broader range of students.

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8. MUSIC HISTORY AND APPRECIATION

Jack Friedlander

Nearly all the studies concerned with the status of music history and appreciation courses in the two-year college were conducted during the 1960s. Belford (1967) found that 87% of his nationwide sample of two-year colleges offered a music appreciation course during the 1963-64 academic year. A similar finding was obtained by White (1967) who reported that 80% of the 204 two-year college catalogs he examined contained a course in music history, literature, or appreciation.

Although courses in music appreciation are offered at most two-year colleges, they are rarely required for graduation

(Gagermeier, 1967), and, according to the findings of Gagermeier (1967) and Greene (1968), less than 6% of the students enroll in such courses voluntarily. This lack of interest in music appreciation has been attributed in part to the failure of two-year college music departments to offer courses that are responsive to the educational needs and interests of the non-music major as well as the music major (Mason, 1968; Belford, 1970; Smith, 1970; Hermetz, 1972; House, 1973; and Lopp, 1973).

In light of the changes that have occurred recently in the two-year college, it would seem important to have current information on such questions as: What percentage of the nation's community and junior colleges offer courses in music history and appreciation? What percentage of the total two-year college enrollments participate in music appreciation courses? And what attempts, if any, are music departments making to attract various segments of the student population to enroll in their courses? These questions as well as others are considered in this chapter.

In examining data from the schedules of classes for the colleges participating in our study, together with data derived from responses to the facilitators' survey, music courses and their student enrollments were first counted for each college and then grouped into one of three categories: Introduction/Survey of Music; Jazz; and Special Topics (e.g., Introduction to Musical Plays; Black American Music; History of Rock and Roll). This analysis was performed separately for each of the terms studied. In addition, the total number of students enrolled in humanities courses was computed for the sample.

Table 1 reveals that music enrollment decreased by 10% between 1975 and 1977 and that only 1% of all two-year college enrollments were in music history or appreciation courses.

TABLE 1

MUSIC, HUMANITIES, AND TOTAL COLLEGE ENROLLMENTS

Category	1975	1977	Percent Change
Music Enrollments	10,125	9,167	-9.5
Humanities Enrollments	271,465	263,305	-3.0
College Enrollments	740,883	795,925	+7.4
Music as a Percent of Humanities Enrollments	3.7	3.5	-.2
Music as a Percent of College Enrollments	1.4	1.2	-.2
N = 178 Colleges			

Enrollments for each of the music categories were also compared for our ~~two time periods~~ (Table 2).

TABLE 2

CHANGES IN MUSIC COURSE ENROLLMENTS BY CATEGORY

Music Area	Enrollments		Percent Change
	1975	1977	
Introduction/Survey	9,409	8,289	-11.9
Jazz	228	345	+5.1
Specialized	488	533	+9.2

The percentage of colleges that offered at least one course in a given music area, along with the percentage of total music enrollments represented by each of the areas are reported in Table 3.

TABLE 3

DISTRIBUTION OF COURSE ENROLLMENTS BY CATEGORY

Music Area	Percent of Colleges Offering a Course		Percent of Total Music Enrollments	
	1975	1977	1975	1977
Introduction/Survey	73.0	68.0	92.9	90.4
Jazz	3.4	6.2	2.3	3.8
Specialized	8.4	8.4	4.8	5.8
Total	74.2	70.2	100.0	100.0

N = 178 Colleges

An improtant finding to appear in Table 3 is the extremely low percentage of two-year colleges that offered a music history or appreciation course in an area other than Introduction/Survey. Thus, students desiring to take a specialized music appreciation course would be unable to do so at most two-year colleges. And less than three-fourths of the colleges offered *any* music appreciation courses.

Since courses in music appreciation are rarely required for attainment of the Associate of Arts degree or for entrance into a four-year institution, enrollment in these courses is dependent to a large extent on whether the offerings are in line with student interests. The finding that less than 10% of the two-year colleges offered music appreciation courses in an area other than Introduction/Survey provides students with a meager choice: either taking an introduction/survey course or not taking a music appreciation course at all. The finding that enrollments in Introduction/Survey courses showed a rather substantial decrease during the same time period that enrollments in Jazz and Special Topics exhibited a marked increase suggests that the overall decline in total music appreciation enrollments may be more a result of limited course offerings than of limited student interest. Therefore, unless music departments increase the range of music courses they offer, the downward trend in the already small number of transfer program students who take music appreciation is likely to continue.

According to a recent American Association of Community and Junior Colleges report (1976), nearly half of all credit enrollments in two-year colleges are in occupational programs. While figures on the students who enroll in music appreciation courses are not available, the percentage would not likely be high. One approach music departments can take to increase their enrollments would be to design courses which occupational students would perceive as relevant to them. However, Cohen (1977) argues that it would be more feasible to introduce music appreciation as a unit within an occupational course. According to this viewpoint, teachers of occupational therapy will not send their students to a music appreciation course, but they might welcome the music instructor's preparing a course module on the "Uses of Music in Occupational Therapy." Similarly, the recreation faculty are not likely to impose a music requirement on their students but might be receptive to a music instructor teaching a unit of their course on "Music Programming in Recreational Activities."

A growing segment of the two-year college student population participates in courses primarily for personal enrichment or career development. This category includes approximately 1.5 million students who enroll in non-credit courses and programs (American Association of Community and Junior Colleges, 1976). Music appreciation and history courses on topics related to the church, ethnic groups (e.g., Black American Music: Past and Present), folk, rock (History of Rock Music), jazz (History and Appreciation of Jazz), the theater (The Hollywood Musical; Music of the Theater), and courses tied to musical events in the community (e.g., symphony concert series; musical programs on radio or educational television) would seem to be related to students' educational needs and interests. That few two-year colleges offered even one course in any of the above areas suggests that music departments have done little to attract non-degree oriented students to enroll in their courses.

In sum, the results of this study are consistent with three of the primary findings obtained in previous investigations: (1) most two-year colleges offer a course in either music history or music appreciation; (2) relatively few two-year college students enroll in music appreciation courses; and (3) nearly all of the music appreciation courses offered in two-year colleges are designed primarily for transfer program students. The constancy of these results suggests that unless music instructors develop distinctive courses that would make music history and appreciation attractive electives for each of the audiences served by the two-year college, the downward trend in music appreciation enrollments will likely persist or even accelerate.

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9. THE STATUS OF PHILOSOPHY

Jack Friedlander and Katherine Shamey

Until now, the philosophy curriculum in most two-year colleges has been designed primarily for students enrolled in transfer programs (Schmidt, 1973). This practice has provided philosophy departments with a small but adequate number of students to keep many of their course offerings in the curriculum. However, the proportion of the student population from which philosophy departments have traditionally drawn their enrollments is shrinking. In addition, the changing characteristics of the student population could conceivably have a particularly strong influence on the role of philosophy in the two-year college.

What, then, is happening to enrollments in philosophy courses and what actions are philosophy departments taking to respond to the changing educational needs and interests of the two-year college students? These concerns could be addressed by obtaining information on such questions as: Are enrollments in philosophy changing proportionately with the total community/junior college enrollments? What different areas of philosophy (e.g., introduction/history, ethics, logic) are offered? Have these areas expanded, remained stable, or declined in enrollments? And what changes in philosophy course offerings, if any, are related to increased or decreased enrollments in that area? Each of these questions is considered in this report.

For both the time periods examined philosophy courses and their enrollments were counted and then grouped into one of five categories: Introduction/History of Philosophy; Ethics; Logic; Philosophy of Religion; and Special Topics (e.g., Problems in Contemporary Philosophy; Existentialism; Philosophy of Science; Indian Philosophy; Philosophy and Modern Life; Individual and Society).

The question of enrollments may be answered by examining Table 1.

TABLE 1

PHILOSOPHY ENROLLMENTS IN RELATION TO TOTAL HUMANITIES AND TOTAL COLLEGE ENROLLMENTS

Category	1975	1977	Percent Change
Philosophy Enrollments	19,179	17,702	-7.7
Humanities Enrollments	271,465	263,305	-3.0
College Enrollments	740,883	795,925	+7.4
Philosophy as a Percent of Humanities Enrollments	7.1	6.7	-.4
Philosophy as a Percent of College Enrollments	2.6	2.2	-.4
N = 178 Colleges			

Table 1 reveals a decrease of nearly 8% in philosophy enrollments, which is a considerably greater decline than in most other humanities disciplines.

Enrollments for each of the five philosophy areas were also compared.

TABLE 2

CHANGES IN PHILOSOPHY COURSE ENROLLMENTS BY CATEGORY

Philosophy Area	1975	1977	Percent Change
Introduction/History	10,436	8,652	-17.1
Ethics	1,944	2,087	+7.4
Logic	3,794	3,690	-2.7
Religious	1,449	1,062	-26.7
Special	1,556	2,211	+42.1
Total	19,179	17,702	-7.7
N = 178 Colleges			

As shown in Table 2, one philosophy category--Special Topics--increased considerably, and another--Ethics--increased moderately. However, enrollments in the remaining areas of the discipline decreased.

The percentage of colleges offering at least one course in a given philosophy area is reported in Table 3.

TABLE 3

DISTRIBUTION OF COURSE CATEGORIES

Philosophy Area	Percent of Colleges Offering a Course 1975	1977
Intro./History	55.6	56.2
Ethics	25.3	23.0
Logic	25.8	26.4
Religious	20.8	18.0
Special	15.2	19.1
Total	65.7	64.0

Note that no philosophy course of any kind was available to students in more than one-third of the colleges.

Institutional size is related to the range of philosophy courses offered by a two-year college in predictable fashion (Table 4).

TABLE 4

PERCENTAGE OF COLLEGES BY INSTITUTIONAL SIZE OFFERING PHILOSOPHY

Philosophy Area	Small (1-1,499)	Middle (1,500-7,499)	Large (7,500+)
Introduction/History	31.9	63.2	90.9
Ethics	7.2	19.7	65.6
Logic	2.9	25.0	78.8
Religious	1.4	17.1	54.5
Special	5.8	17.1	51.5
Colleges Offering at Least One Philosophy Course	37.7	73.7	97.0

Philosophy enrollments showed a rather substantial decrease during the same time that total two-year college enrollments exhibited a marked increase. At first glance this suggests that student interests in careerism and more practical and immediately relevant subjects are having an adverse effect on philosophy enrollments. However, a closer study of the changes occurring within the philosophy areas seems to indicate that student demands for relevant subjects can have positive effect. That is, the two areas of philosophy that registered the greatest enrollment increases--Special Topics and Ethics--may have been considered by students as being more in line with their current interests (e.g., Moral Philosophy, Individual in Society) and concerns (e.g., Medical Ethics, Government Ethics) than the two areas of philosophy registering the greatest enrollment decrease--Philosophy of Religion and Introduction/History of Philosophy. This suggests that philosophy departments may be able to increase their enrollments if they expand their course offerings in areas that are attuned to the interests of all segments of the two-year college population--transfer, occupational, and non-degree oriented students.

Almost half of the credit enrollments in two-year colleges are in transfer programs. The findings that less than 60% of the two-year colleges offered a philosophy course in Introduction/History and that each of the other four content areas examined were offered in less than one-third of the institutions highlights the need for colleges to increase the range of philosophy courses they offer. Unless such action is taken, the downward trend in the already small number of transfer program students who take philosophy, either as a general education requirement or as an elective, is likely to continue. It would be advantageous if philosophy instructors in the transfer institutions worked closely with their colleagues in the two-year colleges to promote student as well as administrator interest in this field. And, since philosophy courses are usually not taught in the secondary schools, the initial interest of students in this subject is not likely to be high. Therefore, two-year college instructors should work with high school teachers and counselors to help generate student interest in philosophy.

More than half the credit enrollments are in occupational programs. While figures on the percentage of these students who enroll in philosophy courses are not available, the percentage would not likely be high. The Association of Philosophy Teachers (1973), Schmidt (1973), and others have recommended that philosophy instructors develop some distinctive courses that would make their subject an attractive elective for occupational students. However, Cohen (1977a) argues that it would be more feasible to introduce philosophy as a unit within an occupational course. He notes that "teachers of auto mechanics will not send their students to a philosophy course but they might appreciate the philosophy instructor's preparing a course module on 'Business Ethics'" (Cohen, 1977b, p. 4). Similarly, the health science faculty are not likely to impose a philosophy requirement on their students but might welcome having a philosophy instructor teach a unit of their course on the "Ethics of Euthanasia."

A large segment of the two-year college student population participates in courses primarily for personal enrichment and/or career development; these are the students in non-credit courses and programs. The relatively small percentage of colleges that offered specialized philosophy courses such as Existentialism and Contemporary Moral Problems and philosophical problems related to such issues as death and dying and genetic engineering indicates that philosophy departments have done little to attract nondegree oriented students. Two ways for philosophy departments to reach such students are to offer courses that focus on their special interests, and to design colloquia, seminars, lectures, and short-term programs.

In sum, this study revealed that students desiring to take a course in a particular area of philosophy to fulfill a degree requirement, to meet a career need, or to satisfy a personal interest would not be able to do so at most two-year colleges. The challenge facing philosophy instructors is to develop distinctive courses which would make philosophical studies an attractive elective for all categories of students--transfer, occupational, and continuing education--without losing the integrity of the discipline.

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10. THE POLITICAL SCIENCE CURRICULUM IN THE TWO-YEAR COLLEGE

Jack Friedlander

A number of recent studies have dealt with the political science curriculum in colleges and universities. Warren (1976), for example, examined the similarities and differences in the course content areas to which undergraduate political science majors were exposed, and Callahan (1977) reported on changes in this curriculum between 1960 and 1974. However, while these studies provide valuable information on the political science curriculum in four-year colleges and universities, they do not address the community/junior college. Accordingly, we used the Center data on courses and enrollments to: examine the types of political science courses and relative frequency with which they are offered in community and junior colleges during our two time periods; compare the relative strength of political science enrollments in relation to total humanities and total college enrollments in these institutions; identify, on the basis of enrollments, the relative strength of areas within political science (e.g., introduction to political science, American, state and local, comparative governments); and determine if institutional size is related to the range of political science courses offered. The results of these analyses can provide political science departments with much needed information that can be used in recruiting faculty, planning staff development, identifying trends in student interests and needs, and preparing graduate students who plan to teach in the two-year college.

To obtain this information, political science courses and their student enrollments were first counted for each college for the two time periods and then grouped into one of six categories: (1) foundations of political science (e.g., introduction to political science, political theory); (2) American government (including international relations/foreign policy); (3) state and local government; (4) comparative government; (5) topical (e.g., current issues, and politics of special groups, such as women and minorities); and (6) jurisprudence (the Constitution, or aspects of the legal system).

Political science was one of the few disciplines to run counter to declining enrollments in the humanities between 1975 and 1977 (Table 1).

TABLE 1

POLITICAL SCIENCE ENROLLMENTS IN RELATION TO TOTAL HUMANITIES AND TOTAL COLLEGE ENROLLMENTS

Category	1975	1977	Percent Change
Political Science Enrollments	48,959	50,961	+4.1
Humanities Enrollments	271,465	263,305	-3.0
College Enrollments	740,883	795,925	+7.4
Political Science as a Percent of Humanities Enrollments	18.0	19.4	+1.4
Political Science as a Percent of College Enrollments	6.6	6.4	-.2

The pattern of enrollments differed markedly in the course types within political science (Table 2).

TABLE 2

CHANGES IN POLITICAL SCIENCE COURSE ENROLLMENTS BY CATEGORY

Area of Political Science	Enrollments 1975	Enrollments 1977	Percent Change
State and Local	5,041	4,841	-4.0
American	31,269	33,755	+8.0
Comparative	1,061	900	-15.2
Foundations	3,887	4,138	+6.5
Topical	1,982	2,111	+6.5
Jurisprudence	5,773	5,216	-9.6
Total	48,959	50,961	+4.1
N = 178 Colleges			

The percentage of colleges offering at least one course in a given area, as well as the percentage of total political science courses and enrollments are reported in Table 3.

TABLE 3

DISTRIBUTION OF COURSE OFFERINGS AND COURSE ENROLLMENTS BY CATEGORY

Area of Political Science	Percent of Colleges Offering a Course 1975	1977	Percent of Total Pol. Sci. Courses 1975	1977	Percent of Total Pol. Sci. Enroll. 1975	1977
State and Local	40	40	15	16	10	10
American	75	82	40	41	64	66
Comparative	23	20	9	8	2	2
Foundations	26	26	10	10	8	8
Topical	18	15	9	8	4	4
Jurisprudence	30	34	16	17	12	10
Total	89	94	100	100	100	100

Perhaps the most surprising finding is the relatively low percentage of two-year colleges that offered a political science course in areas other than American government. Less than 40% of the colleges offered a course in state and local government or in jurisprudence and less than 26% of the colleges offered a course in foundations of political science, comparative government, or in a topical area. Obviously, a diversity of political science courses is not available. And, as with most other disciplines examined, institutional size and the number of courses offered are strongly related. For example, a much greater percentage of the large colleges (42%) offered a course in comparative government than did the middle (21%) or the small colleges (9%). The selection of political science courses available to students (or potential students) attending a large college is much greater than that available to students attending a middle or small college.

In general, political science enrollments increased, but at a slower rate than did total college enrollments; much variation appeared in enrollment changes among the six political science areas examined; three course areas, American, Topical, and Foundations showed an increase at the same time when the other three areas examined experienced decreases; American government comprised 41% of all political science courses offered and accounted for 66% of all political science enrollments in Spring 1977; less than 40% of the colleges offered at least one course in state and local government or in jurisprudence; and less than 26% of the colleges offered a course in foundations, comparative governments, or in a topical area of political science.

The finding that over 80% of the colleges offered at least one course in either American institutions or foundations of political science indicates that students in most community/junior colleges who want to take a political science course to fulfill a requirement for the Associate of Arts degree or for a transfer institution can do so. However, the relatively low percentage of colleges that offered a course in areas other than American institutions and foundations suggests that the range of political science courses available to adults who wish to take a course for personal enrichment or career development is limited; less than 15% of the colleges offered even one course in a topical area that might interest adults who wish to increase their understanding of current political problems and events.

Perhaps the most difficult challenge facing political science instructors in the two-year colleges is to design courses which occupational program students would perceive as relevant to them, or, better yet, to introduce political science as a unit within an occupational course. For example, a political science instructor could teach a two-week unit to optical technicians on how legislation effects the way lenses must be made. If such efforts were made, political science might accelerate its increase. Otherwise it will rise or fall with the flow and ebb of state-level and programatic requirements.

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11. RELIGIOUS STUDIES IN TWO-YEAR COLLEGES

Florence B. Brawer

Religious studies in higher education has been discussed by Cottle, 1974, 1975a, 1975b; McCoy, 1965; Schmidt, 1973; Sleeper and Spivey, 1975; and Welch, 1972, but nationally based information is still sketchy. This paucity is especially marked in the public and private two-year colleges where so many students initiate their postsecondary educational experiences. This chapter discusses religious studies courses that are offered in two-year colleges in any one of three disciplines or departments--literature, philosophy, and religion. It answers the questions: What types of courses are offered? How many colleges offer these courses, and in what departments? What differences exist between private and public colleges in terms of the types and numbers of courses that deal with religious matters? How many colleges claim religious studies programs? What changes have occurred in these courses?

It is important to note for this chapter that of the 178 colleges in our sample, 149 are public and 29 private. Twelve of the private institutions are independent/non-denominational; the 17 remaining are affiliated with religious denominations: four are Baptist, four Methodist, three Catholic, three Lutheran, one Church of Christ, one Mennonite, and one Presbyterian. Most (128) of the public colleges are comprehensive institutions, although a few are either liberal arts (16) or vocational/technical (17) in orientation.

The following analyses of data are based on course offerings at these five types of two-year colleges. Courses in a department or division of religious studies are classified in three categories: Introduction/Survey (general course in religious studies), Specialized (e.g., primitive/mid-Eastern), and Texts (the Old Testament, the Koran). Bible as literature and religious study in philosophy are also designated.

Table 1 presents the total of all humanities courses offered in public and private two-year institutions in 1975 and 1977 and compares these with the religious studies offerings.

TABLE 1

ENROLLMENTS AND HUMANITIES AND RELIGIOUS STUDIES COURSES

Type of Institution	Total Enrollment		Total Humanities Courses		Department Offering Religious Studies Courses					
					Literature		Philosophy		Religion	
	1975	1977	1975	1977	1975	1977	1975	1977	1975	1977
Total	740,883	795,925	4,576	4,647	10	5	43	34	104	114
Public	724,580	778,206	4,147	4,223	10	5	42	33	49	47
Private	16,303	17,719	429	424	0	0	1	1	55	67

Table 2 presents enrollment data by types of courses and types of institutions. Here the sample of 178 two-year institutions is separated into special categories in addition to the public/private separation: public comprehensive, public liberal arts, public vocational-technical, private non-denominational, and public church affiliated.

TABLE 2

RELIGIOUS STUDIES COURSES AND ENROLLMENTS FOR FIVE TYPES OF TWO-YEAR COLLEGES

	Type of Institution					
	Public Comprehensive N=116	Public Liberal Arts N=16	Public Vocational-Technical N=18	Private Non-Denominational N=11	Private Church-Related N=17	Total=178
Bible as Literature						
1975-Courses	10					10
Enrollments	259					259
1977-Courses	5					5
Enrollments	132					132
Religious Studies in Philosophy						
1975-Courses	41	1		1		43
Enrollments	1,410	31		8		1,449
1977-Courses	33			1		34
Enrollments	1,009			9		1,018
Religious Studies General						
1975-Courses	23			1	7	31
Enrollments	991			24	116	1,131
1977-Courses	17			3	12	32
Enrollments	682			86	184	952
Religious Studies Specialized						
1975-Courses	9				20	29
Enrollments	244				422	666
1977-Courses	13				21	34
Enrollments	326				484	810
Religious Studies Texts						
1975-Courses	15	2			27	44
Enrollments	378	91			1,402	1,871
1977-Courses	15	2			31	48
Enrollments	344	37			1,460	1,841
Institutions Offering No Religious Studies	57	3	18	5	0	83

Except for the private denominational colleges, not every college claims a religious studies department or division. In fact, the breakdown in types of departments offering religious studies provides an interesting perspective on the emphasis in particular institutions.

TABLE 3

TYPES OF COLLEGES OFFERING RELIGIOUS STUDIES COURSES

Type of College	Literature		Philosophy		Religious Studies		No Religious Studies Courses Offered in any Dept in Either Yr.
	1975	1977	1975	1977	1975	1977	
Public Comprehensive (N = 128)	7	5	38	30	29	26	57
Public Liberal Arts (N = 4)			1		3	3	2
Public Vocational-Technical (N = 17)							17
Private Non-Denominational (N = 12)			1		1	5	5
Private Church-Affiliated (N = 17)					15	17	
Colleges (N = 178) Course N = 95-1975 86-1977	7	5	40	30	48	51	81

Whereas all 17 of the church-related institutions in our sample have departments of religious studies in which such courses are offered, none of these colleges lists religious studies in either philosophy or literature. On the other hand, in the 55% of the comprehensive colleges that offer some religious studies, most are found in the philosophy department, then religious studies, and finally, to a much lesser extent, literature. Few of the public liberal arts and none of the vocational-technical colleges offer anything in religious studies.

Enrollment differences between 1975 and 1977 are displayed in Table 4.

TABLE 4

ENROLLMENTS FOR RELIGIOUS STUDIES COURSES

Department and Course	Enrollment 1975	Enrollment 1977	Percent Change
Total College Enrollment	740,883	795,925	+7.4
Total Humanities Enrollment	271,465	263,305	-3.0
Literature: Bible as Literature	370	376	+1.6
Philosophy: Religion	1,449	1,062	-26.7
Religious Studies: Introductory/Survey	1,034	866	-16.2
Specialized	703	860	+22.3
Texts	1,892	1,880	-0.6

N = 178 Colleges

While the figures are modest in comparison with the total enrollment in two-year colleges, they are declining still further. There were 550 fewer students enrolled in philosophy/religion, introductory/survey, and religious texts courses and 163 more enrolled in the Bible as Literature and specialized courses, such as a course in a special religious affiliation.

Further information about the status of religious studies courses in two-year colleges were derived from responses to the questionnaire asking 178 facilitators about special activities in the humanities at their campuses. Only a handful of the responses to several open-ended questions dealt with religious studies. For example, of 95 responses to the question, "Have new types of courses or programs been introduced...in the past few years?", the three comments concerning religion were: "Current affairs, foundations of Christian service," "Film language, printmaking, Shakespeare, and the Bible as Literature...etc.," and "Comparative Religion."

To the question, "Have any changes occurred in the humanities graduation requirements?", the two responses dealing with religious studies were that philosophy/religious studies requirements had been raised from nine to 12 hours in one private college while at another, "We have reduced theology requirements from four to two credit hours."

Courses in "The Bible as Literature" were offered at two colleges and one course in "The Literature of Confession" at another. There were three (of 67) responses to the question, "Have any special efforts been made to interest new groups of students to humanities courses?" An annual colloquium on religious philosophy and a course in "New Testament Greek" were offered by other institutions.

Religious studies in two-year colleges survives, but barely. If colleges are to stimulate interest, they might look to ways of popularizing these courses. For example, courses emphasizing the person in relation to world religions, suggesting the role of the individual in a personal universe that includes a deity, or pointing to the similarities among all religious groups might appeal to today's students.

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12. THEATER AND FILM COURSES

Harold Cantor

Much of this monograph has discussed declining enrollments in the humanities; thus, it is pleasant to note two areas of study that are counter to the trend. Theater study courses--variously entitled Introduction to Theater, Survey of Theater History, or Theater Appreciation--have declined only slightly at community colleges nationally, while film courses--labeled Introduction to Film, Appreciation of Film, and Film History--are attracting more and more students. Any investigation of these twin phenomena must be careful to distinguish between so-called skills courses, such as theater production, scene design and film-making, and those introductory courses, however diverse their titles, basically concerned with analyzing the elements that make up a play or a film and exposing the student to exemplary plays and films.

This chapter presents data on theater and film appreciation courses and discusses factors that could affect future growth in both fields.

TABLE 1

CHANGES IN THEATER AND FILM APPRECIATION COURSES AND ENROLLMENTS

	Theater		Film	
	1975	1977	1975	1977
Number of colleges offering course in Theater and Film	43	47	21	28
Number of courses offered	73	65	24	35
Enrollment	3,863	3,818	2,328	2,544
Percentage change	-1.7%		+9.3%	
N = 178 Colleges				

Even though more theater than film courses were offered over the two-year period, enrollments declined in theater and increased in film. Yet, though the proportion of theater to film courses was higher, only two new courses were offered in theater while film offerings increased by eleven courses. The gap between theater and film appears to be closing.

Reasons for the popularity of Film and the relatively small decline in Theater Appreciation are undoubtedly due to many factors but four seem most critical: the transferability of both Theater Appreciation and Film courses to senior institutions; student interest in both subjects because of familiarity with the media; an upsurge of student interest in interdisciplinary modes of learning; and innovative ways of reaching career and nontraditional students in both fields.

Some information on theatre courses is available.

Taylor (1970) surveyed 116 community colleges in six states with highly developed two-year college systems and reported that 100 colleges were offering one to six hours of theater transfer courses. No comparable data are available for film courses. However, only within the last ten years have film study programs proliferated at four-year colleges and universities, as evidenced by the growing number of scholarly articles and books published, new journals devoted to Film, such as Literature/Film Quarterly and Journal of the University Film Association, and undergraduate and advanced degrees in Film Studies. Two-year college film courses may be growing in popularity partially because they are now fully transferable and can also lead to majors for interested students.

It can be assumed, however, that most Associate in Arts transfer students who take theater and film appreciation courses select them in partial fulfillment of their general education requirement in humanities. For these students the attractiveness of a theater or film course may well have to do with their exposure to the two genres in our media-oriented society, where the average high school student has watched 18,000 hours of television by the time he is 18 and where TV sets are tuned in approximately six hours every day (Fader, 1976). Theater instructors can draw on the student's familiarity with domestic drama and situation comedy on TV as a starting point.

> Film, too, has this decided advantage. To cite one proponent, "Film is the one area that, by its very nature, is entertaining. Entertainment and enjoyment combine to form one of the major attributes of film study as an academic discipline, one of the 'attractions' of the discipline itself and probably one of the major reasons why so many students enroll in film courses. 'The movies' have always connoted a good time to the students, and so they pick film as an area of academic study" (Barnes, 1975, p. 34).

Both theater and film instructors, though they may assign much reading of scripts and secondary critical material, recognize that "live" theater and film-reviewing are essential ingredients of their courses. It is the rare teacher of Introduction to Theater who does not expose his students to live drama as part of his course requirements. Some may read scenes aloud with students in class; some may send them to local college or community theater productions; others may play recordings of plays or even improvise role-playing situations (Levin, 1972). Film instructors schedule "lab" periods or extra time slots for film-viewing as a course requirement; in addition, they urge their students to attend the college's cultural film series or view commercial cinema.

Obviously, however, opportunities for this extra dimension of affective learning are more plentiful and easier to arrange for film studies than for theater. In addition to its concern with enrollment data, the Center Study was interested in the relationship between extracurricular activities in the humanities and credit courses. The data revealed that 60% of the small colleges (colleges with total enrollment less than 1,500) offered 0-1 theatrical productions during Spring 1977 while 70% of the largest colleges (colleges with total enrollments 7,000 and over) had two to twenty theater productions during this same period. Bringing touring productions on campus is expensive. A school must have a theater-conscious community that will buy tickets, a sufficiently large student activities budget, and a student association willing to commit substantial sums to support this type of cultural offering. As for student productions, they are difficult to rehearse and stage in commuter schools (though there are always exceptional colleges defying the odds). Often facilities have to be shared with community services functions, and no sooner does the Drama Club organize and develop its leaders and star performers and technicians than they graduate.

Compared to this, cultural film series are relatively inexpensive and less plagued by organizational problems. Film rentals can be expensive, but many of the classics are reasonably priced and some institutions have bought prints of "Hamlet," "Duck Soup," "Citizen Kane" and other perennials to use over and over and offset the rentals. All the above may help explain why theater enrollments are dipping slightly when compared with film's popularity.

Another possible reason for the attractiveness of both theater and film appreciation courses is their inherent interdisciplinary nature. Here the claims of theater are less obvious than those of film. In a discussion of the humanistic dimension of theater history, Brockett argues that "...the theatre is by its very nature humanistic, for clearly it has man as the center of its concern. In fact, I think it possible to argue that a humanistic curriculum might be centered around theatre" (Brockett, 1976, p. 142). He goes on to advocate using "theater-as-means" to provide a liberal education rather than "theater-as-end" to produce plays and train professionals, and he calls for less emphasis on buildings, scenic practices, etc., and more on the study of man's place in the universe and the social and cultural interrelationships of drama and man in different eras. Such a plea for the reunion of theater studies with other modes of inquiry has been echoed by other theater arts teachers (Grimsted, 1974; Wills, 1975), and the next logical step of having interdisciplinary, team-taught theater appreciation courses is being implemented at some colleges (Gillespie, 1973).

Advocates for film studies early on recognized its interdisciplinary potential. Hodgkinson has reported that "Nowadays, Film courses may be found housed in almost every department on campus. The American Film Institute's guide includes references to Foreign Languages, Theology, Music, Political Science, Anthropology and so on and on, also recording a trend toward interdisciplinary and 'unstructured' courses" (1975, p. 329). He suggests that "it may well prove that a study of Film on an inter-disciplinary basis as a kind of 'capstone experience' linking studies in arts, humanities and sciences, is an ideal future pattern for colleges and institutions which are seeking to broaden their curriculum"

(1975, p. 327). And the new editor of the Journal of the University Film Association stated:

> "I hope that we can rejoin the academic community and begin to broaden our approach to emcompass how film is used in the disciplines of American studies, anthropology, art, art history, English, the foreign languages, government, history, journalism, philosophy, psychology, religion, sociology, speech, theater, etc." (Lyons, 1975, p. 8).

Finally, the popularity of theater and film courses at community colleges may be bound up with their ability to attract some career and nontraditional students who develop an avocational interest in these fields. Here the factors of visibility on campus and accessibility to working adults and retired citizens come into play. At Illinois Central College, the Theater Department has contributed significantly to special community projects of the Social Science Division, Agricultural Division, Health Occupations Division and the Learning Resource Center (Marine, 1974). It helped by acting out scenes that assisted nurses in learning to deal with patient responses and by creating situations for police science students who would one day be called in to settle family controversies. Since a sizeable portion of Illinois Central's district is rural, the Theater Department borrowed a flatbed truck from local industry and took Story Theater to the fields, lawns and town squares of the countryside. Such tactics were in the revered tradition of community services, but one of the side benefits was a request from the Agricultural Division for specially designed eight-week courses in theater appreciation for students enrolled in their program.

Similarly, in film study, courses have been advocated that would instruct students of business, advertising, science, industry and government in the potential use of films as a vital force for investigation, training, advertising and propaganda (Lyons, 1975). Such courses would have practical value and they also would attract some students to film appreciation. Many ways of reaching the life-long learner have been tried out successfully: the Reader's Theater Workshop at Modesto Junior College in California, for example, casts adult students in parts best reflecting their own experience (Johnson, 1976); the Film Forum series of the College of DuPage in Illinois, under an NEH grant, brought films "Investigating the Human Experience" to a nonacademic public in condominiums and apartment complexes (Peterson, 1975). It is difficult to assess the effects of efforts such as these nationwide, but where they exist it is safe to assume that they have attracted some nontraditional learners to theater and film appreciation courses.

Film appreciation seems well on its way to continued growth because of upper division transferability, student familiarity with the media, interest in its interdisciplinary approach, and a reaching out to career and nontraditional students. To a lesser degree the same factors apply to Theater Appreciation courses. However, at the community college, there are more difficulties facing theater courses, both technical and philosophical. If Theater Appreciation is taught like many Literature courses, with little attention to live performances, relevancy to the student's mode of learning, and no sense that it can be both meaningful and fun, there are indications that it may well decline like Literature.

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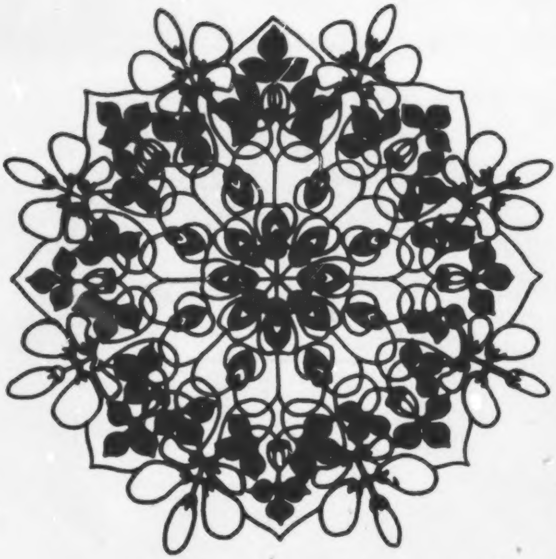

PART II

THE FACULTY

Whereas Part I of this monograph focused on curriculum and instruction in the humanities and barely touched on the faculty, this second section deals primarily with the faculty and only incidentally considers curriculum and instruction.

Two-year college instructors are not only the purveyors of information about their disciplines, they are also the directing forces behind them. Thus, understanding many of the ways that faculty think, address their work, and plan for the future will also--albeit indirectly--facilitate understanding of the ways curriculum is shaped and executed.

Drawing upon responses to our 11-page Faculty Survey conducted in 1975 of 1,493 humanities instructors and 505 instructors in other fields, some of the more interesting information about the faculty is presented in this portion of the monograph. An overview of the entire sample is contained in this introductory section. For complete methodology of the project from which these chapters emanate, reference is made to the Preface. All percentages contained in the text are rounded.

Generally, it should be noted that few major differences among people in the various disciplines can be seen, probably because most instructors teach in two or more fields; hence disciplinary affiliation and concomitant professional idiosyncracies are not pronounced. Nevertheless those discrepancies that do appear should interest anyone concerned with each academic field. Only those variations that significantly discriminate one group from all others are reported.

Year by year, fewer two-year college instructors move directly from secondary school appointments to the junior/community college. Over 40% of our faculty respondents had been neither instructors nor administrators in secondary schools. Not only were they dissociated in the sense of not having worked in such institutions, they seem sufficiently disaffiliated to the point of making a distinct break from them. In fact, a great number of humanities instructors actually see high school teachers as poor sources of advice on teaching. One-third of the faculty respondents had been involved in four-year colleges or universities beyond the levels of teaching or research assistants. Most had taught in their current institutions for five to ten years, and one-third either had once been or were currently acting as department or division chairpersons. About one-fourth had themselves been students in community/junior colleges. Fifteen percent had received the associate degree, almost all held the bachelor's degree, and ninety percent have their master's.

In addition to these degrees, considerably more instructors hold doctorates today than even five years ago--14% as compared to

8 to 10% in studies done in the late 1960s. Two reasons appear to determine this phenomenon. First, faculty growth has slowed down considerably. In the past, the number of faculty members attaining doctorates while on the job was balanced by new people who entered the colleges without higher degrees, thus maintaining a constant ratio. The present reduction in new hires therefore tends to upset the previous balance.

A second reason for the rise in doctorates substantiates the notion that two-year college faculty members traditionally acquire that degree after several years on the job instead of entering the institution with it in hand. For example, about one-fourth of our respondents reported current work on the doctorate. If this proportion obtains that degree by 1980, the ratio of doctorates will increase to 20% of the full-time faculty. Add to that the likelihood that a greater number of new full-time staff members will have already earned doctorates before employment, then a 22% total figure is not unrealistic. In short, we now predict a rapid upturn in the percentage of full-time faculty members with doctoral degrees. Incidentally, 19% of those with the doctorate hold that degree in education, suggesting that many people with master's degrees in teaching disciplines later pick up doctorates in education.

When it comes to affirmative action, there is a less dramatic growth rate. In fact, this mandate is taking hold very slowly in most two-year colleges. We found a ratio of two to one males over females among our sample of institutions, a constant with the same ratio reported in earlier studies. Very few ethnic minorities are represented--only approximately 3% Black, 2% Chicanos, and less than 1% Orientals teach in the humanities. In new colleges--those opened from 1970-1975--a higher percentage of the faculty is female and/or younger than in the older institutions, but ethnic minorities are still hardly represented. And the faculty themselves are strongly against preferential hiring at their own college for women and/or minorities (61% against/ 24% for).

Another variable considered in our project was the differentiation between full-timers and part-timers, a growing cadre of instructors in colleges across the country. We found that part-timers are highly represented in religious studies, foreign languages, and art. This is probably because local ministers frequently teach religious studies; teachers from the local high schools often teach English as a Second Language; and artists who work at other pursuits may teach art history. Only two-thirds of the part-timers are employed elsewhere, suggesting that many retired people teach one or two courses, or that young people try to get into full-time teaching at the same time that they complete their graduate studies at nearby universities. The latter point is confirmed by the fact that nearly half the part-timers in our sample are aged 35 or younger. Part-timers differ from full-timers in that they are less experienced; have spent fewer years in their current institutions; read fewer scholarly and professional journals; are less likely to hold memberships in professional associations; are less concerned with curriculum and instruction and with the humanities; and are more likely to hold the university as their reference group.

Other questions in the 11-page Faculty Survey dealt with classroom time. Several studies have maintained that two-year college instructors spend significantly more time in the classroom than do their counterparts at four-year colleges and universities--usually reporting means that center at 17 hours. Although classroom time alone hardly accounts for the total faculty workload, our findings suggest that somewhat less time is now spent in classroom instruction. Almost one-third of our participants reported 13-15 hours and only 13%, 15-18 hours.

Staff development presented other concerns. What, for instance, is the outlook for inservice training and faculty development? People who want further preparation apparently want it for different reasons. Some seem to feel that further preparation will make them better instructors--there were high correlations among constructs that we entitled Curriculum and Instruction, Concern for Students, and Preference for Further Preparation (Cohen and Brawer, 1977). However, a high correlation also exists between those who desire further preparation and those who see the university as a reference group to be emulated.

Because reference groups and role models relate to the ways in which individuals conduct their personal and professional lives, questions were also asked regarding eight designated reference groups. As sources of advice on teaching, "Quite useful" was attributed to colleagues by 53% to students by 43%, and to department chairpersons by 30%. Professional journals, university professors, and again, students, were seen by over 45% as somewhat useful sources, while over 45% saw high school teachers and college administrators as not very useful. Instructors who look to the university as their reference group were chiefly those who had been teaching only a short time in the two-year college. They tended to think that people holding the doctorate are more capable or knowledgeable, and they have a strong orientation toward their academic discipline.

Related to the concept of role models are the types of positions that would appear attractive to the respondents five years hence. For example, would they like to be teaching in four-year colleges or universities? Twice as many (40%) saw themselves in faculty positions at four-year colleges or universities as in positions at two-year colleges other than their own. However, nearly as many (38%) felt that they would prefer to be holding the same positions they held currently--in other words, they are satisfied to be community/junior college instructors.

Regarding other future plans, almost all 86% said that within the next five years they would like to take steps toward professional development. In order of popularity, these steps were to get a Ph.D. or Ed.D., enroll in courses in a university, enroll in inservice courses at their college, get a master's degree, and get a Doctor of Arts degree. If they were to have a free summer, traveling and taking classes/reading/studying appeared to be most appealing.

Because the emphases in two-year colleges are typically on teaching and students, we wanted to determine the faculty's concerns for their students. Most instructors seem to have a definite sense of relatedness to their students. They rank the following qualities as very important for students to gain: first, knowledge and a sense of personal identity; then knowledge of and interest in community and world problems, preparation for further formal education, knowledge and skills directly applicable to their careers, aesthetic awareness, and finally, an understanding and mastery of an academic discipline. Over one-third of the humanities instructors believe that students in occupational courses should take "six or more" humanities courses and almost one-fourth suggested four courses. Interestingly, though, 20% of the non-humanities respondents suggested two and four humanities courses for students enrolled in two-year occupational programs, and 16% desired six or more such courses for these students.

Closely related to their concerns for students are the faculty's concerns for the humanities and curriculum and instruction, their degree of satisfaction, and their interest in further preparation. Indeed, these constructs meshed to give a picture of well-functioning, involved two-year college instructors who differ in various areas of concern from their counterparts at both secondary schools and universities.

As for other dimensions of personal functioning, the faculty respondents indicated that satisfaction is not related to the number of hours they teach weekly, nor even to their full- or part-time status. In fact, satisfaction seems to be generally unrelated to institutional conditions but to be more a personality trait that transcends the working environment. Perhaps this is not a surprise--happy people are happy people--but it does weaken the argument that faculty members would be more satisfied if they taught fewer hours and had better working conditions.

Further, well-integrated people, those who are high in Functional Potential (Brawer, 1973; Cohen and Brawer, 1977)--a measure of ego strength--were found to have been former students in two-year colleges, and to be working on their doctorates, 41 years or older, and full-time faculty members. Highly functioning individuals are also more related than people low in Functional Potential to their friends, family, other instructors in their field, most instructors in their field, most instructors at their school, their student teacher organizations, and college administrators, in order of degree.

In sum, then, instructors participating in our nationwide study of two-year college humanities faculty seem to be aware of themselves as a separately functioning professional body. They see their own colleagues and students as the best sources of advice on teaching. They are not interested in administrative positions. They are interested in curriculum and instruction, in working on their courses, and on their teaching, almost to the exclusion of other professional pursuits. More detailed information about people teaching in the several humanities disciplines follows--arranged in alphabetical order to parallel the reports in Part I.

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13. ANTHROPOLOGISTS IN THE COLLEGES

Our data indicate that anthropology courses are found in about half the colleges sampled. However, few sections are offered. Typically an elective course for transfer students, anthropology represents a small proportion of the curriculum. And because of the way the National Endowment for the Humanities defines the areas within its province, respondents to our faculty survey were considered only if they taught cultural rather than physical anthropology. That is, those people teaching cultural anthropology were included while those who taught physical anthropology alone were excluded. Thus, the total group of anthropologists included in our faculty population represented about 3% of the total.

Interestingly, however, this small cadre of instructors represents the largest group who had formerly been students in community or junior colleges--nearly half. This fact may be explained by viewing their area of locations; most of them are found in colleges in the Mountain/Plains states and in the West, two regions where significantly higher proportions of college students begin in a two-year college than those who start in a four-year institution. Only 26% of the anthropology instructors are female. They tend to be younger than the total population with relatively few of them having had former experience in a secondary school. And because they are younger, they tend to have had less experience in their current institution than the people in most other fields; 55% had been at their college for less than five years.

Anthropologists seems to be quite independent practitioners. They take a dim view of members of other groups as sources of advice on teaching, and they are below the norm established by the rest of the sample in their perceptions of department chairpersons, university professors, colleagues, professional journals, and programs in professional organizations. They tend to read journals within their own field but not within the field of professional education. They are somewhat less likely to be members of professional organizations.

The anthropologists are about in line with our total population of humanities instructors in terms of their desire for further professional development. Those who so state tend to favor university courses and higher degrees. They are highest of all the groups in indicating they would like to do research if they had a free summer, which for them probably suggests anthropological work in the field. They are oriented toward their teaching with sizeable numbers of them indicating that if they had it to do over, they would do more student teaching or take more teaching methods courses. They tend not to see faculty positions at four-year colleges or universities as being attractive and they are below the norm in their perception of the attractiveness of faculty positions at other colleges or at schools outside the United States.

Some differences pertain to the way anthropology instructors view their students. They tend to be below the norm in their feeling that students should gain an understanding of an academic discipline or aesthetic awareness; yet at the same time, they are above the norm in perceiving the importance of preparation for further formal education and self-knowledge. They are about in line with the group in their indication of the number of humanities courses they think students in occupational programs should be required to take, with the exception that whereas 35% of the total group indicated "six courses or more," only 17% of the anthropologists so indicated. Another 17% noted, "no opinion."

The anthropoligists tend to feel there are a sufficient number of extracurricular activities, especially colloquiums and seminars, lectures, concerts, and recitals, and films. They tend to favor the introduction of interdisciplinary courses and would like to see more of these types of offerings along with additional social science courses. They tend to be high in concern for their students but low in concern for the humanities.

Of all the disciplinary groups responding to the Faculty Survey, anthropologists tend most to be in public comprehensive two-year colleges. Slightly more are in institutions with 2,500-4,999 students than in either the smaller or larger colleges.

14. INSTRUCTORS OF ART HISTORY AND APPRECIATION

According to the definition of humanities used by the National Endowment, the study of art is included but not the performance of the arts. However, the instructors who teach art history and art appreciation are also frequently graphic artists or working sculptors. This overlap might not apply in the very large colleges where an instructor's program can be filled out with a sufficient number of art history courses, but it certainly prevails in the smaller institutions. Thus, there are many instructors in this category whose alternate pursuit tends not to be instruction in a different area but a different pattern of functioning within the same broad field.

The background of those who teach art courses differs somewhat from their colleagues in other humanities disciplines. The highest percent among all the groups (16% versus 7% total) was working on a Master's degree at the time of the survey and the lowest percent (11% versus 24%) was working on the doctorate. Females were slightly overrepresented as were instructors in their twenties; 19% of the group (13% total) had not yet passed age 30. The fewest ethnic minorities of any group teach art, although the Asian-Americans predominate among those that are found.

Fewer of the faculty teaching art history and appreciation have experience in secondary schools and, as a group, they tend to have less experience within community colleges. They are lowest among all disciplines in experience as administrators.

The art faculty's tendency away from the doctorate is reflected in the responses of those who were serving as chairpersons at the time of the survey. Only 24% (48% total) indicated that they had employed people with the doctorate and only 47% (61% total) said they planned to employ doctoral degree holders. When asked why they would not hire people with the doctorate, nearly one-fourth of those responding said that "A degree is not necessary to teach in my department," while 12% reports in addition, "They are not available." People who are studying for doctorates in order to teach art history or art appreciation in two-year colleges should here be forewarned!

Because many teachers of art history and appreciation also teach studio courses, the number of teaching hours they are assigned runs second only to the music faculty. However, since a sizeable percentage of the people teaching art history are part-timers (38% versus 24% total), it may be that the full-time teachers in art spends as much time in the classroom as do their counterparts in music.

The members of this group have little affinity for professional education or professional organizations. They tend to be above average in their perception of department chairpersons, students, and administrators as sources of advice on teaching, thus suggesting an affinity for their own institutions, but they tend away from outside professional groups. They are far below the norm in their tendency to read professional education journals, considerably fewer of them tending to hold membership in professional organizations (36% versus 23% of the total hold no membership). Similarly, two-thirds of the group indicated they had not attended a regional or national meeting of a professional association within the three years prior to their participating in the survey. Their idea of professional development tends to be the acquisition of a Master's degree with other pursuits such as studying art abroad ranking quite high. When asked what they would do if they had a free summer nearly half said they would "create, perform, or paint."

The art faculty has a high affinity for the university; 55%, the highest of all the disciplines, indicated they would find a faculty position at a four-year college or university "very attractive." If they were to begin over, many of them would want to study humanities, although a sizeable proportion (40% versus 33% total) would change nothing. Their affinity for their institution is belied further by the fact that 72% of them would find a faculty position at another community or junior college attractive.

The instructors in the arts tend to be lower than the norm in their belief that students should have an understanding of some academic discipline and a knowledge of community or world problems. They are above the total population norm in their wanting to see students gain a self-knowledge or personal identity as well as aesthetic awareness. They tend to see fewer humanities courses as desirable for students in occupational programs and believe there are too few extracurricular activities. They are well above the norm in their feeling that there are not enough exhibits, concerts and recitals, and films.

Members of this group tend also to be performers; 29% experience the humanities in their own life through participation in theater groups or in fine arts. They would like to see improved facilities and materials for their courses. The teachers of art history and appreciation are highly represented in colleges built between 1960 and 1969 and somewhat underrepresented in the larger institutions, those with more than 15,000 students or more than 300 full-time or part-time faculty.

15. FOREIGN LANGUAGE INSTRUCTORS

As community colleges grew in size and number they became increasingly significant as centers of foreign language instruction. In 1960, 455 two-year colleges reported foreign language registrations; by 1968 this number had grown to 754; and by 1970, the number had increased to 861, or 79% of all 1,091 community colleges then in operation. Between 1960 and 1968, community college foreign language registrations increased from 1 in 12 students in all higher education to nearly 1 in 8; by 1970, this figure was 1 in 7.

We have seen in the earlier report on foreign languages curriculum that although French is the most frequently taught language in higher education, Spanish is the most popular language taught in the community college. German holds a steady but distant third place in higher education in general and in the community college in particular. While Russian is often found to be the fourth most commonly offered modern language in all colleges and universities, more community colleges offer Italian than Russian. Courses in Japanese, Chinese, Hebrew, and numerous other less frequently taught languages are also occasionally offered in community colleges. Classical languages have never comprised a major part of the two-year college language curriculum.

Reasons for shifting enrollment patterns--hence curriculum--in all foreign languages are easily found. Historically, the study of foreign languages in community colleges has been dependent on language requirements at four-year colleges and universities. Although this is still true, innovations emphasizing the practical uses of language learning are taking hold in curriculum design. The increasing career orientation of students has made "Spanish for Police Officers" popular. And the community colleges' orientation toward student desires has led to "French for Cooks" and "Italian for Opera Lovers." Many language instructors now realize that if these types of courses are properly marketed they draw students. Hence, the instructors tend less to sit back and wait for degree requirements to drive students into traditional language curriculums.

Foreign language instructors constituted 14% of the humanities sample, the third largest disciplinary subgroup. These instructors, including those teaching English as a Second Language, occasionally also teach in other areas but with much less frequency of overlap than for the other fields.

There are more female instructors (54%) in foreign languages than in any other discipline. But the language faculty tends to be older--46% are age 46 or older compared to only 37% of the total group of respondents. One would expect that foreign language instructors would represent a broader ethnic base than other disciplines and indeed, there are more members of ethnic minorities in the foreign languages than in any other discipline except the social sciences; 79% indicated they were "White/Caucasian."

The career line for foreign language instructors working in two-year colleges seems to have been from the secondary school rather than from the university. More than 34% of the language instructors had taught in secondary schools for five or more years as compared with only 29% of the total group in that category. And 60% of the language instructors indicate no experience in a four-year college or a university whereas only 55% of all respondents so designated. As a group, the language instructors had less experience within the two-year colleges, undoubtedly because a considerably greater percent were part-timers. One-third of them had worked for two years or less in their current institution. Foreign languages ties with religious studies for having the greatest percent of part-timers--40% versus only 24% in the total sample.

The desirability of the doctorate degree among foreign language instructors seems not a matter of great concern. The language instructors who are serving as division chairpersons are below the norm on their having employed doctoral degree holders or their planning to employ people with this high degree. They seemed to have had little experience with people with doctorates but the experience they did have tended to be favorable.

A relatively high percent of language instructors are working for the Master's degree--15% compared with 7% for the total group--and even this though the language instructors tend to be older. And a relatively high percent see department chairpersons, university professors, high school teachers, professional journals, and the programs of professional organizations as useful sources of advice on teaching. They tend to rank their colleagues somewhat lower in this category, probably because the part-timers have little contact with the regular faculty.

The responses of the foreign language instructors to questions regarding professional development are characteristic of the group. More of them would like to get a Master's degree and a considerably higher percentage would like to travel. If they had it to do over, more than their incidence in the population would indicate, would have preferred doing student teaching or taking more teaching methods courses.

The orientation of the foreign language instructors is somewhat away from their own institutions. Significantly greater numbers of them would see as very attractive a four-year college faculty position, a position at a different community or junior college, or a school outside the United States, and significantly fewer of them found "Doing what I'm doing now," "very attractive." Similarly they do not feel affiliated with other instructors at their own institutions even though they are about average in affiliation with their students and with other instructors in their own teaching field.

The language instructors see the importance of the college as being slightly different from the way it is seen by the total group. They find the career education orientation very valid and are considerably higher (75% compared with 64%) in their belief that students should gain an understanding of some academic discipline.

Their lack of affiliation with their institution is confirmed by the responses they give to questions regarding extracurricular activities in the humanities. Language instructors are consistently highest of all the disciplines in the "Don't know," category. And yet considerably higher percents of them would like to see "Added or improved humanities courses," and "More community involvement in classes." They tend less than other groups to favor interdisciplinary courses.

The language instructors tend to be clustered in the larger institutions--only 23% of them are in colleges with fewer then 2,500 students compared with 32% of the total group. And they are in the colleges with the highest percents of part-time faculty members.

Here, then, we have a group comprised of a large number of part-timers without much affinity for their college. Yet they are oriented to their teaching and desirous of more teacher training. They tend to be older than the faculty in most other disciplines and more desirous of earning Master's degrees. This suggests a group including a sizeable minority of lay people from the community whom the colleges have employed because of their special expertise in a foreign language.

16. TEACHERS OF CULTURAL GEOGRAPHY AND ETHNIC, WOMEN'S AND SOCIAL STUDIES

This category includes those divisions within the humanities that fall closest to the social sciences: cultural geography, area studies, and ethnic studies. Area studies are defined as broad-based interdisciplinary studies of a particular region, nation, or continent, with such courses as Asian Studies, African Studies, Russian/Soviet Studies, Latin American Studies, and American Studies usually placed in this category. The courses may encompass anthropology, archaeology, art, architecture, economics, education, ethnic studies, folklore, geography, history, language, law, literature, mass culture, music, philosophy, political science, psychology, psychiatry, public address, religion, science and technology, and sociology--the full range of the humanities.

Ethnic Studies present the culture of particular groups presumably neglected in traditional courses. Since more minority group students attend two-year than four-year colleges, ethnic studies as a discipline is particularly important in community college education. The minority-oriented courses were initiated largely as a result of minority student complaints of racism in the college curriculum, a charge substantiated by the fact that Western Civilization tended to be the only civilization studied and that European or American art, music, literature, history, philosophy, and theater were taught as the only significant elements of that civilization. Since it is easier to create a new course than to change an existing one, courses directly aimed at minority students were developed and only a few traditionally Western courses were altered to incorporate (usually peripherally) minority artists, musicians, writers, philosophers, or dramatists, into the syllabus.

Black studies and Chicano studies are the most frequently offered areas in ethnic courses, although Jewish studies and Native-American-oriented programs are also occasionally seen. Black studies courses were found in most of the large community colleges in 1971 (Lombardi and Quimby), regardless of the percentage of Black students enrolled. In Chicano studies, as in Black studies, history courses are the most frequently offered. Another group of ethnic studies courses deals with all minorities as a group. The most commonly taught course in this category is "Problems of Minorities in America"; others include "Police-Community Relations," "the Minority Police Officer," and "Political Problems of Minorities."

Teachers in cultural geography, area studies, and ethnic studies were included in the faculty survey because their courses cover most of the fields in the humanities. However, because these types of courses are not a large part of the community college curriculum, the faculty sample included only 3% of the total faculty sample. One-third of them had formerly been students in community or junior colleges and more than one-fourth, the highest of all the disciplines, are members of ethnic minorities. Because ethnic studies tend to be found most frequently in the large urban institutions, a sizeable percent of this faculty group teaches in institutions with 10,000 or more students. The male/female ratio is the same as for the total sample, however. There is not much difference in the age groupings, although more than one-fourth fall into the age 41-45 category.

Instructors in these areas of the social sciences have had about as much experience in secondary schools and universities as the rest of the population. A somewhat greater number were acting as chairpersons at the time of the survey and of those, a significantly greater proportion had employed people with doctorates and planned to employ additional doctoral degree holders.

Even though this is one of the smaller categories, the pattern of responses is very similar to the total group. An equivalent number of full-timers and part-timers teach an equivalent number of hours per week. Their perceptions of the usefulness of various group members as sources of advice on teaching are in line with the total, although they see programs of professional organizations somewhat lower. They tend not to read scholarly journals but they are at the norm in their reading of journals of professional education. Fewer of them would like to take steps toward professional development but of those who would, a significantly higher proportion would like to get a Ph.D. or Ed.D. More instructors in this than in other disciplines would like to work on an advanced degree if they had a free summer, while a higher percentage was working on a master's or doctorate at the time of the study. And a higher percentage would see as unattractive a faculty position at another community or junior college or at a school outside the United States five years from the time of the survey, which would be 1980.

Their relationships to students and courses differ somewhat. They are less likely to see the importance of their students gaining an understanding of some academic discipline or aesthetic awareness, whereas they are more likely to see the importance of a knowledge or interest in community and world problems. They are highest of all the groups in checking "six or more" in answer to the question of how many humanities courses should be required for students in occupational programs. They see the desirability of interdisciplinary courses, more extracurricular activities, and more student interest courses. In fact, they are at the top in their view of greater student interest and respect for the humanities as a desirable change.

Instructors in cultural geography and in area and ethnic studies are not counted among the highly satisfied faculty; only 9% are in that group compared with 17% of the total. They are at the top, however, in their orientation to curriculum and instruction, preference for further preparation, concern with humanities, and view of the university as a desired reference group. At the same time, the fact that they are a small group suggests that these data must be interpreted in that light.

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17. HISTORIANS

The future study of history in the two-year college is linked to requirements of senior institutions as much as to the subject's attractiveness to students. Just as the tendency for four-year colleges and universities to remove foreign language requirements has affected enrollments in this area, the removal of state-mandated history or "American Institutions" impinges on enrollments in history classes. The removal of these requirements in many states is reflected in the relative decline in the number of students in history courses as compared to the increase in overall enrollments. Indeed, the trend has been such that many legislators question the merit of keeping history in the general education program at all.

Another parallel with foreign languages may be drawn: when requirements are removed and enrollments decrease, instructors begin to take a fresh look at student goals. And this appraisal usually leads to the discovery that as history has been traditionally taught--i.e., the name-fact-date approach--it is not important to community college students. If the universities and the states will not mandate history, the class enrollments depend entirely on maintaining student interest.

Many methods of attracting students to history courses are being tried, as suggested in the chapter in Part I dealing with history curriculum. Televised courses use visual reproductions of art and artifacts as a way of stirring interest. The use of the local newspaper to publish the lessons as well as self-evaluation tests bring history to a wider audience. Other innovations include American history courses taught by radio; courses taught by a combination of tapes and filmstrips; traditional courses that have been modified to relate major themes in history to the students' life experiences; topical seminars for the most interested and/or brightest students; history courses based on outside readings specifically chosen to represent such student majors as science, fine arts, and business, and special examinations for each major; and combinations of the explicit statement of behavioral objectives with a modular schedule so that students need no longer worry about being tested on information they have not studied. A most successful approach has been to emphasize the contemporary or the local scene as a way of maintaining students' interest. These innovations are found in various colleges around the country but they spread slowly, and enrollments in history have not kept pace with the growth in most other fields.

When it comes to history instructors, we find that 16% of all 1,493 respondents to our Faculty Survey taught history, which represents the second largest group within the eleven disciplines. In some cases these instructors taught history exclusively but in most, they also taught political science or some other social science. The doubling up pertains especially in smaller colleges.

Most of the history instructors hold their highest graduate degree in history (83%) and most are males--79% as compared with 67% of the total humanities faculty. They tend to be younger than the other faculty, with 56% age 40 or younger as compared with 50% of the total. Exactly the same percentage of history faculty as the total group hold full-time positions (76%), but those who are part-timers tend to work more hours per week at jobs away from their colleges.

Historians are especially oriented toward higher degrees. Those who were serving as chairpersons at the time of the survey indicated they were quite likely to have employed people with doctorates. In fact, the fields of history, political science, social science, and philosophy are well above the mean in this category. And even though those chairpersons were quite ready to state that they hire the best person regardless of the degree, they felt that people with doctorates make especially fine teachers.

The orientations of historians toward the doctorate is further suggested by the fact that many more historians than the norm said they would like to get a Ph.D. or Ed.D.; they are also highest among all the gorups indicating they would like to get a Doctor of Arts degree. Many said they were working on doctorates--31% as compared with 24% of the total faculty. The history instructors represent the largest number of people in any one field moving toward higher degrees. They are also highest among the discipline in their orientation to research, with 16% of them saying they would do research if they had a free summer. This orientation toward higher degrees and research carries through into their relationships to senior institutions. Seventy-nine percent of the history faculty compared with seventy-five percent of the total say they would find a faculty position at a four-year college or university very attractive or somewhat attractive. But for that matter, 67% of them would find a faculty position at another community or junior college somewhat or very attractive, and they rank highest of all the disciplines in their perceiving an administrative position as very attractive.

In comparison with the total faculty, the history instructors held somewhat different views of people they feel are useful sources of advice on teaching. They were less inclined to find department chairpersons useful and more inclined to view colleagues as potentially helpful. Not only do historians in our sample tend to read more scholarly journals, they are also tops in their reading of professional education journals.

The tendency of these instructors to read journals paralleled their tendency to join professional organizations. More than any other discipline, they are affiliated with professional groups, with more than 10% indicating membership in four or more associations. Similarly, they are well above the average in their attendance at meetings of regional or national organizations and in their presentation of papers at such meetings.

The historians' relationships to the university and to research are also reflected in their seeing the importance of community colleges preparing students for further formal education. However, no carry over exists into their favoring student's mastery of some academic discipline, in which response they are below the mean. Understandably, though, they are well above the mean in their belief that students should gain a knowledge of or interest in community and world problems.

By far they feel the colleges offer too few exhibits, but they do feel that the humanities have been improved in recent years. More of them than any other group felt that humanities instruction now enjoys improved facilities and materials, while a high percentage felt there were more extracurricular course offerings in the humanities than there had been formerly. They tend toward desiring interdisciplinary courses as a way of integrating the humanities.

The history faculty are overrepresented in the newer colleges--

those built since 1970--and in the colleges of generally smaller size--between 1,500 to 5,000 students or with from 35 to 50 full-time instructors.

In sum, history instructors tend to have an affinity for higher degrees and research, and are high in desiring further preparation. They tend to read more, both in their discipline and in the literature of professional education; join professional associations; attend the meetings; and take part in the sessions. But this orientation does not lead them toward strict disciplinarianism. Rather, they seem to feel that students should receive an integrated education through interdisciplinary courses and preparation for further studies instead of an in-depth knowledge of history itself. In a sense they hold dual allegiance: they are highest of all the groups both in their orientation to curriculum and instruction and to the university. They are also well-integrated individuals tending more to be in the high Functional Potential group (Brawer, 1973; Cohen and Brawer, 1977).

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18. LITERATURE INSTRUCTORS

The teaching of literature is not the main business of English Departments in two-year colleges; rather, their emphasis is on the teaching of composition. Much of the research about faculty members in community college English Departments concludes that although most of them would prefer teaching literature, they are required to teach composition. Frequently an instructor's schedule will include two or three courses in composition and one in literature. In this fashion the colleges spread the literature courses among the entire staff.

Since most community college instructors in English have received their graduate training in programs emphasizing literature, it is hardly surprising that literature courses are competently and enthusiastically taught. And even the composition courses frequently become courses in reading and responding to literary works. The move to stress writing and the efforts to make literature courses more contemporary have led to many course modifications. Emphasizing current works in otherwise traditional literature courses is one of the most accepted modifications, and new courses are sometimes seen.

Within our sample of 1,493 humanities instructors responding to the Faculty Survey, literature instructors represent the largest subgroup. And because they are the largest group, there is least chance that they deviate from the total population. Those differences that do appear accordingly, are worthy of note.

Women are more highly represented in the faculty teaching literature--44% as compared with only one-third of the entire humanities staff--and, indeed, only foreign languages has a greater percentage of female instructors. However, the fewest number of ethnic minorities are found in literature: 2.2% Blacks; 1% Chicanos; and 0.5% Orientals.

Literature instructors are somewhat more experienced than the total group: 20% have taught in a two-year college for 11 to 20 years, compared with 17% of the total; 41% have taught for five to ten years, compared with 38% of the total; and 18% for three to four years, compared with 16% for the total. Altogether, 82% of the literature teachers have had three or more years experience compared with only 75% of the total group. This may reflect the fact that employment in the field of literature has been limited in recent years whereas there has been some expansion in employment of teachers of art, anthropology, and foreign languages--at least in the part-time faculty category.

Those literature instructors who were serving as chairpersons at the time they responded to our survey were more likely than chairpersons in other fields to have employed people with doctorates. The reason they offered was overwhelmingly that they hired the best person, regardless of the degree.

There are exceedingly few part-time faculty teaching literature; in fact, only 11% of the respondents indicated part-time status. This was the lowest percent of any disciplinary group and compares with 24% for the entire humanities faculty. It follows that literature faculty were least likely to be employed at jobs in addition to their positions at the colleges (13% versus 26%).

Perhaps because of their greater length of service in two-year colleges, the literature faculty seem to have broken away from the university more than most other groups. Whereas only 29% of the respondents felt that university professors were "not very useful" as sources of advice on teaching, 33% of the literature instructors placed university professors in that category. The literature faculty were also considerably higher than the total group in their belief that high school teachers are "not very useful" either, and they were the highest in placing administrators in that category as well. In fact, the literature instructors tended to find none of the choices very attractive, which suggests they are an independently functioning group of instructors.

These faculty members tend more than most of their colleagues in other disciplines to be affiliated with professional organizations. More than any other group except history, they read professional education journals. And more of them than in any other discipline are members of two or more professional organizations. However, they are no more likely to attend regional or national meetings of those associations or to present papers at them. At least part of the tendency of literature faculty to be involved with their professional groups may be attributed to the fact that there are few part-timers among them; one would expect that full-timers would join associations.

Along with their colleagues in other disciplines, the majority of literature faculty would like to take steps toward professional development in the next five years. However, they differ from the other groups in that more of them would like to enroll in courses or in a university and fewer would like to get doctoral degrees.

Apparently, instructors of literature feel they hold the degrees they need because they have the full-time positions, but they would still like further training in the form of university courses. If they had it to do over again, many of them would want to take more teaching methods courses and more courses in psychology or personal development.

The attractiveness of their current positions is not lost to the literature instructors. Only 34% would find a faculty position in a four-year college or university "very attractive", compared with 39% of the total group, and only 17% would find a faculty position at another community or junior college "very attractive", compared with 21% of the total. Although sizeable numbers of the literature instructors are members of professional associations, 67% would find a position in a professional association "unattractive", as compared with 63% of the total. They seem to like what they are currently doing.

When asked what students should gain from a two-year college education, more than any other discipline, the literature faculty found "preparation for further formal education", "less important". This too reflects their break with the university. And, significantly more of them (20% versus 15%) found students' gaining "knowledge in community and world problems" less important. On all other goal choices, however, the literature faculty were like their colleagues in other disciplines. Three percent more than the total group felt that students in two-year occupational programs should be required to take "six or more" humanities courses.

More than any other discipline, the literature faculty found too few colloquiums and seminars and lectures open to students at their college. They also were above the norm in their feeling that there were too few exhibits, concerts and recitals, and films. Their own interests apparently run quite high in viewing and participating in activities related to the humanities. Seventy-two percent of them, compared with fifty-nine percent of the total, said they experience the humanities through visiting museums, shows, exhibits, and so on.

They are also the highest group among those who read or attend classes, lectures, and seminars as ways of experiencing the humanities. And they are higher than the norm in their participation in theater groups, and their listening to records, television and the radio.

Literature instructors feel the humanities have been improved in recent years, with 34% (compared with 29% of the total) responding that humanities courses have been added or improved at their colleges. A significantly higher percent also would like to see better humanities courses as a positive change for the future. And more would like to see interdisciplinary courses and additional extracurricular activities in the humanities.

These are the ways that literature instructors differ from the total humanities faculty. They seem to be a more affiliated group, with greater experience in community colleges and greater involvement with the humanities. There are few part-timers among them and yet, not a greater number of department or division chairpersons. The literature faculty seem to be the old-line rank and file of dedicated teachers.

19. MUSIC HISTORY AND APPRECIATION INSTRUCTORS

As with other disciplines in the humanities, most community college music departments develop their programs primarily for transfer students. The course requirements of four-year institutions thus become the major determinants of the music curriculum. However, this affects the programs for music majors--hence the courses in music theory, composition, and performance--to a greater degree than it does the basic music history and appreciation courses, the most commonly taught music courses in the community college. Music history and music literature are also offered freqently, although they are usually reserved for music majors only whereas music appreciation is considered a general interest class.

About 6% of the total faculty sample teach music history and appreciation. A sizeable proportion of this group also teaches performing music. There are many differences between teachers of music history and appreciation and teachers of the other disciplines. For one thing, they are lowest in the percentage of people who had formerly been students in community colleges (19% versus 25% total). And they are highest in the percent of people whose highest degree reflects the area in which they are teaching--97% of this group hold degrees in music. They tend to be underrepresented in those currently working on higher degrees, and significantly more of them are males (81% versus 67% total).

Members of the music faculty tend to be highest of all groups having had prior experience in secondary schools as instructors or administrators. Indeed, only 21% indicated no secondary school experience compared with 41% of the total. They tend to have a higher survival rate in community colleges; 10% of them have been teaching for more than 20 years (4% total). They come from homes in which there were somewhat fewer books than in the homes where members of other disciplines were raised.

Significantly greater numbers of the music faculty were serving as department chairpersons at the time of the survey (24% versus 15%), but significantly fewer of them had employed people with doctorates (27% versus 48%). Those who plan to hire doctoral degree holders claim that members of that group are more capable, while those who do not plan to hire them suggest that the reason is because they want higher salaries and the degree is not necessary.

The music faculty teach long hours--nearly half the group indicated 16 or more hours on the job. Undoubtedly this is because the music history and appreciation faculty also teach the performing music or studio courses. Only 20% of the group are part-timers, and nearly half have jobs in addition to their teaching.

Teachers of music have a high affinity for others in their environment. When asked who they would look to as sources of advice on teaching, they ranked department chairpersons, university professors, high school teachers, administrators, professional journals, and programs of professional organizations higher than the norm. They tend more to read scholarly journals and to be members of professional associations; in fact, one-third the group checked "three or more" professional organization membership, compared with only one-fourth of the total group.

Because of their affiliation with the performing arts, more of the music faculty see additional study in music as a desired mode of professional development, and more than one-fourth of them would "create" or "perform" if they had a free summer. Nonetheless, they are aware of their teaching responsibilities and 13% of them, highest of all disciplines, would choose to do more student teaching if they had a chance to take their training over again. They see a faculty position at a four-year college or university as very attractive (49% versus 39% total) but they are underrepresented among those who see a faculty position at another community or junior college or at a school outside the United States as being attractive. They are highest of all groups in seeing the attractiveness of a non-teaching or non-academic position but they are also above the norm in finding what they are doing now very attractive.

The music faculty differs somewhat in their perceptions of the two-year college in relation to its students. Whereas they are more likely to see the importance of career education, an understanding of some academic discipline, and aesthetic awareness, they are below the norm in their beliefs in the importance of self-knowledge and a personal identity and in knowledge of community and world problems. Tending to think that fewer humanities courses should be required for students in two-year occupational programs, they are also below the norm in their belief that there are too few colloquiums and seminars, exhibits, and films. As would be expected however they are tops in their feeling that few too concerts and recitals are offered.

For their own part, the music faculty experiences the humanities by attending concerts and the like, and by participating in performing groups. But they are near the bottom in their tendencies to read, and at the bottom in their listening to records, television, and radio as ways of experiencing the humanities. They also shy away from travel and from attending classes, lectures, and seminars.

As for humanities courses at their own institutions, fewer of them suggest they would like to see courses added or improved or integrated into interdisciplinary courses. They tend to favor extracurricular courses and improved facilities or materials along with improved teaching techniques.

The music faculty tend to be found in the larger comprehensive institutions. They are much like their counterparts in the other fields of the humanities except that they tend to be males with former high school experience who teach considerably longer hours.

20. TWO-YEAR COLLEGE TEACHERS OF PHILOSOPHY

According to their major professional associations, community college philosophy instructors suffer from conflicting perceptions of their goals and purposes. They are aware that the number of transfer students, particularly those majoring in philosophy, is dwindling; they know they must cater to the needs of their present students. But they also know that when they do, they are in effect assuring themselves of the continued scorn of their senior colleagues. The Association of Philosophy Teachers in 1973 regarded this conflict as one of the primary detriments to their member's effective teaching. The problem has many ramifications. The American Philosophical Association consistently condemns community college philosophy courses and instructors as "substandard." Nevertheless, the Association recognizes reluctantly that the current bumper crop of philosophy Ph.D.'s is such that it will force many graduates into community colleges. Ironically, because of this attitude, many Ph.D.'s who would be happy to find a position at a community college at the present time discover that their training has left them ignorant of community colleges and thus effectively obstructs their ability to secure a junior college position.

Since few community college students are philosophy majors or will even transfer, the philosophy course they take at the two-year college represents is their first and last contact with the discipline. Most philosophy instructors try to adjust their course content and teaching methods to this reality. But the conflict between the desire to teach as they themselves were taught and the need to consider the goals and needs of their students tears at them.

Philosophy can no longer be considered as an exclusively transfer study. Rather, it must be made relevant to all kinds of occupational students not now considered directly affected by or in obvious need of the study of philosophy. Some instructors have developed ethics courses that are structured around career aspirations of the students examine the moral implications of occupational choice, and that emphasize specific occupational canons such as "Legal Ethics," or the "Nursing Code of Ethics." Additional courses have also been developed that explicate such concepts and principles as "elegance," "ecological impact," and "pride in workmanship" as aesthetic experiences related to a vocation. But there is not much of this form of modification, and philosophy still represents a miniscule portion of the community colleges' offerings.

Thus, philosophy instructors constitute one of the smaller groups in the faculty sample--5% of the total. In these disciplinary groupings where the number of staff members includes such a small percentage of the sample, any differences between them and the total group tend to stand out more markedly because they, as a group, have had so little effect on the responses of the entire population. The chances for sampling error accordingly become larger.

Nonetheless, there appear to be few differences between the philosophy instructors and the total sample. They are slightly underrepresented among those who were themselves students in junior colleges, and there are considerably more males among them (84% versus 67% total). They are an older group; only 39% age 40 or younger compared with 50% of the total in that category and 29% over age 50, compared with 23% of the total. Philosophy--along with its related field, religious studies--is one place where affirmative action cries have not been heard; there were no non-Whites teaching in these areas.

The philosophy instructors in community and junior colleges tend to be drawn from among those who have no experience in secondary schools. A higher proportion were former teachers in four-year colleges and universities. Of those serving as chairpersons at the time of the survey, two-thirds had employed people with doctorates, finding them to be exceptionally well qualified.

A larger percent of philosophy instructors are considered part-time faculty members and 16% of the entire group of them teach only one course. It is therefore not surprising that their affinity for the college is not high; a smaller percent of them see the usefulness of department chairpersons or administrators as sources of advice on teaching. Nor are the philosophy instructors highly affiliated with professional groups; only 10% of them find professional journals to be "quite useful" in providing information about teaching, and only 6% see programs of professional organizations as "quite useful." In both cases, these were the lowest percentage responses among all the disciplines. It follows, then, that philosophy instructors in our sample tend to be lowest among those who read scholarly journals within their discipline or journals in professional education. However, they are about at the norm in their membership in professional organizations.

Those philosophy instructors who would like to take steps toward professional development see the acquisition of a Ph.D. or Ed.D. as the most appealing. They are near the bottom in their indication of wanting to travel if they had a free summer and at the top in their desire to take classes or workshops or do research. If they had it to do over, exactly half of them would do the same or change nothing; this is the highest percentage of all the groups noting that response. They are considerably below the norm in their seeing positions in a four-year college or university or in a school outside the United States as attractive, but well above in their view of non-teaching or non-academic positions as desirable ends.

The philosophy instructors' view of students differs from members of the other disciplines. They see career education, an understanding of an academic discipline, self-knowledge and a personal identity, aesthetic awareness, and a knowledge or interest in community and world problems as less important than their counterparts see them. The only area that is seen in the same light is preparation for further formal education. They tend to believe that more humanities courses should be required for students in occupational programs, and they tend to feel there are now enough extracurricular activities.

In their own experiencing the humanities, philosophers tend toward those solitary endeavors such as listening to records, television, and radio, and talking with their peers or associates. They are underrepresented in such group activities as community service or church work, attending classes or seminars, and participating in theater and fine arts groups. When asked about humanities courses at their own institutions, significantly fewer of them said that such courses had been added or improved in recent years and fewer of them indicated they would like to see these courses added or improved.

The philosophy instructors give the picture of being an aloof group. More of them than instructors in any other discipline see themselves as standing apart from other instructors in their field, and their perception of themselves in relation to other instructors at their own institution is that they are just one in a line with all others. They are nearly at the bottom in their perception of themselves as relating closely to their students, and at the bottom in their view of themselves in relation to teacher organizations. In reading their responses, one gets the picture of a group standing apart, perhaps not disaffected but certainly not closely tied to their institutions.

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21. POLITICAL SCIENTISTS

Millett's (1973) study of political science in several postsecondary institutions notes that community college students tend not to be concerned with political problems and that students at all levels of higher education display declining interest in the study of political science. Students today seem less interested in abstract thought, the play of ideas, and the controversy of generalized concepts than students of the past, and more interested in specific issues, such as urban affairs, than in the pursuit of knowledge for its own sake. The decline of student interest in political science is attributed to the increasing disposition of college students toward interdisciplinary majors and toward career programs. Millett found that although political science instructors have noted these trends with dismay, a few have accepted the challenge of curriculum reform.

An example of one attempt at change is a simulation approach to state and local politics developed around behavioral objectives and student adoption of roles to solve simulated public policy problems (Jansiewicz, 1974). This method draws participants into competing positions by the roles they play and, by integrating these simulation sessions into regular course material, students are presumed to gain ability to deal with public policy in a more realistic manner. Another successful approach to the teaching of political analysis is the use of political novels as a vehicle for instruction (Brown, 1973). These and other attempts to revise traditional political science courses have typically been successful in slowing the flight away from the study of political science. Those instructors and departments who cling to the traditional means of having students engage in abstract political concepts find themselves talking to an increasingly smaller percentage of community college enrollees.

Of all the humanities instructors responding to the Faculty

Survey, 9% indicated law or government as their major teaching field. In many cases these instructors also taught history, but the group is differentiated from the total sample by the fact that it includes a sizeable number of administration of justice instructors--in fact, 11% of the group held their highest degree in law.

The teachers in political science and administrative justice are predominantly male, with only 12% of the group women. They tend to fall in about the same age range as the total sample, but there are slightly more ethnic minority group members among them.

The pattern of experience that law and government instructors have had differs from the total sample. Considerably fewer of them had been instructors in secondary schools (52% compared with 41%) and fewer had been four-year college or university teachers than faculty in any other discipline (62% versus 55%). Their pattern of experience within two-year colleges is similar to that of the total group.

Few of the law and government instructors were serving as department or division chairpersons at the time of the survey (9% versus 15% for the total group). Yet those who were chairpersons tended to have employed people with doctorates and, in the future, plan to employ other doctorate holders. The Doctor of Jurisprudence is included in this category and many of the respondents may have had those types of doctorates rather than Ph.D.'s or Ed.D.'s in mind.

Although the political science and law faculty members are exactly like the total group in their proportion of full-time and part-time representatives, they tend to work more hours away from the college. This is probably because many of the part-timers are police officers and attorneys with full-time employment elsewhere.

The law and government instructors differ somewhat from people in other fields in their perception of people they would turn to for advice on teaching. They rank department chairpersons somewhat higher than do members of most other disciplines and they rank high school teachers and their students somewhat lower. And they are somewhat less likely to read scholarly journals or journals of professional education.

Comparatively, the group tends less to want to take steps toward professional development. Of those who did so indicate, however, a greater proportion wanted a Master's or Doctor's degree.

The law/government instructors' orientation to their work is generally consistent with that of the larger group of instructors. They saw no great need to change what they were doing and when asked what training they would seek if they were to begin all over again, more than half either failed to respond or said they would change nothing. The group is about in line with the total sample in what they would consider attractive for the future.

Yet, significantly fewer political science and administration of justice teachers are members of professional associations and fewer have an affinity for teacher organizations. They see career education and a knowledge or interest in community and world problems as important qualities for their students to gain, but they are much lower in their feelings that students should acquire an understanding of an academic discipline or gain aesthetic awareness. Nevertheless, they do feel that a great number of humanities courses should be required of students in two-year occupational programs: more than three-fourths of them checked "four or more" as compared with only two-thirds of the total group who felt that many courses should be required. They are not particularly interested in interdisciplinary courses and more than other groups tend to believe that there has been a decline in student interest in the humanities in recent years. When asked what changes they would like to see effected in the humanities, significantly fewer of them noted any changes that they would feel important except that they would like "improved teaching conditions." They were lowest of all the groups in their preference for interdisciplinary courses.

Few differences, then, pertain to the teachers of law and government as compared to their counterparts in other fields. They tend away from professional development for its own sake and prefer gaining higher degrees. Although they teach such courses as history and Philosophy of Law Enforcement, they tend not to associate themselves with the humanities. In many respects they resemble our non-humanities comparison group of 505 instructors more than they do other humanities instructors.

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22. RELIGIOUS STUDIES INSTRUCTORS

It is difficult to ascertain the trends in religious studies in the two-year college because of conflicting data. Sleeper and Spivey (1975), for example, found such courses as World Religions, Philosophy of Religion, or Bible offered in half the public colleges, two-thirds of the private schools, and in practically all the church-related institutions they studied. They also reported that few colleges offer religious studies past the introductory level, and that while Catholic two-year colleges tend to stress courses in theology or contemporary beliefs, two-year colleges with Protestant affiliations emphasize the Bible.

On the other hand, our data reported on Chapter 11 suggest a downward trend. In either case, such courses represent but a small part of the curriculum in comparison with other fields. And by far, people teaching religious studies are the smallest group of instructors in the sample, 2%. More than half the teachers of religious studies are in colleges in the South and they are decidedly underrepresented in the West. They tend to be in the smaller institutions--one-third are in colleges with fewer than 500 students--and more than one-half are in private two-year colleges.

The religious studies teachers tend to be older males, and there are no members of ethnic minorities teaching religion in the group sampled. They are also more likely to be part-time instructors working at jobs in addition to their teaching responsibilities; in fact, nearly half the group indicated jobs that involved them elsewhere for more than 40 hours per week.

Because religious studies instructors are such a small group and because such a high percent of them are part-timers, there is not much information about their orientation to their institution. They tend to see administrators as useful sources of advice on teaching but otherwise they are about in line with the norm in their relationships to professional associations and other aspects of their profession. They tend not to read professional education journals and are at the bottom of the group in their preference for further professional development. They seem generally satisfied with what they are doing; as a group they are at the bottom in their seeing as attractive career alternatives a faculty position at a four-year college or university, at another community/junior college, or an administrative position in a two-year college. Nor do they see positions in professional associations or schools outside the United States as being very attractive. In fact, they seem to be a highly satisfied group and a greater percent of them than any other discipline placed in the high satisfaction index. Two-thirds of them see "doing what I am doing now" as "very attractive."

The religious studies instructors' views of students are much like those held by the other humanities faculty members except that nearly all saw students' acquisition of self-knowledge and a personal identity, and gaining a knowledge or interest in community and world problems as "very important." They tend to feel that students in occupational programs should be required to take more humanities courses; 80% (compared with 66% of the total) felt that "four or more" courses should be required. Their view of extracurricular activities is that there are too few colloquiums and seminars, but a sufficient number of exhibits, concerts, and recitals. They tend to favor interdisciplinary courses.

As to their own orientation to their work and to the humanities, they are well above the norm in attending classes, lectures, and seminars and in their involvement with community service and church work. They see themselves as standing aloof from teacher organizations, and are somewhat less likely than the other instructors to be close to their students. Nonetheless, despite the fact that any differences that would appear among religious studies instructors would be accentuated because of their being such a small part of the total population, they seem much like the other humanities faculty.

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23. TEACHERS OF THEATER HISTORY/FILM/AND LIBERAL ARTS

For a long time theater history and theater appreciation have been taught in community colleges under various titles. English departments sometimes offer courses in dramatic literature; ethnic studies areas present Chicano Theater and Black Theater; and interdisciplinary humanities studies almost always include the study of theater as one of several areas. The titles of various courses offered as "Speech" suggest that at least part of their emphasis is on the appreciation of drama and theater. These titles include Oral Interpretation of Literature, Storytelling, Introduction to Oral Communication, and Rhetorical Analysis. Courses in Film Appreciation are also found along with Introduction to the Fine Arts and Dramatic Literature. The more traditional Introduction to Theater, Theater Appreciation, and Theater History are frequently taught.

Interdisciplinary humanities--often based on an appreciation for all the fine arts, including that of oral communication--have made strides in recent years. We find in Chapter 6 that as the more specialized courses in the humanities shrink because of low enrollments, their instructors will frequently combine them. Thus, a college that cannot support separate courses in Theater History, Art Appreciation, and History of the Classics may find a course integrating all these with yet additional elements well subscribed. Based on the interest expressed by administrators and by respondents to the Faculty Survey, and because many community colleges have begun vigorously pursuing the justification of courses to the senior institutions, the future of interdisciplinary humanities looks bright.

Of the instructors teaching Theater History, Interdisciplinary Humanities, and various other liberal arts "appreciation" courses other than art and music, 28% were in speech/drama areas, 8% in interpretation of literature, and the majority, 73% in interdisciplinary humanities areas. The eclectic nature of this teaching area is suggested by the varied backgrounds of the people who work in it: 28% with their highest degree in literature, 24% in speech or drama, 16% in music, and 15% in education. Slightly more than the total group had themselves been students in two-year colleges and a slightly greater percent are males. The percentage of Black instructors exactly parallels that of the total faculty, but Asian-Americans and Chicanos are underrepresented.

The pattern of experience for this group is much like that of the total group, although somewhat more of these instructors have had experience teaching in four-year colleges and universities. In fact, 25% of the group had had five or more years experience at the senior institutions, the greatest percentage of respondents with long term experience at this level of education than any other discipline. A sizeable percent of the group was acting as chairperson at the time of the study but somewhat fewer of them than might be expected had employed people with doctorates. Nevertheless, 65% of the chairpersons suggested that in the future they planned to hire people with the doctorate even though more of them than any other discipline suggested that the performance of doctorate holders' is about the same as that of all other teachers.

There are fewer part-timers in this category (82% versus 76% total), probably because the interdisciplinary courses are usually assigned to full-time faculty who can work together as a team. Those part-timers who do teach in this area usually teach a similar course in Theater Appreciation.

The liberal arts/drama instructors tend to hold a high view of their colleagues; 60% (53% total) find their colleagues "quite useful" as sources of advice on teaching. They tend to be above the norm in their perception of students' usefulness in commenting on teaching and in finding programs of professional organizations quite useful. However, they are lower in their reading of scholarly journals and in journals of professional education.

A high percentage of the liberal arts faculty would like to take steps toward professional development, a significantly greater number of them suggesting inservice courses at their own institutions. More of them than the total group would like to travel if they had a free summer, and the group is considerably higher on its desires to "create, perform, or paint" during their free time. If they had it to do over again, more of them than any other discipline suggested they would like to study humanities. They also rank at the top in their desire for more courses in psychology or personal development, but find less need for an emphasis on specialized training.

Liberal arts/theater history instructors tend to be members of professional organizations. As for the future, they would see as quite attractive positions in professional associations, teaching jobs outside the United States, and non-teaching or non-academic positions. They tend to reject the idea of administrative positions within colleges. Accordingly, it is not surprising that they are the lowest of all the groups in their perception of their affiliation with college administrators.

While the liberal arts faculty are at the bottom among members of all disciplines in their perception of the value of career education (68% versus 77% total), they rank second only to the religious studies instructors in their belief that the most important goals of a two-year college education are gaining self-knowledge and a sense of personal identity. They are also tops in their belief that students should increase aesthetic awareness, and above average in their view of the importance of students' understanding community and world problems. Nonetheless, their estimate of the number of courses that students in two-year college occupational programs should be required to take is lower than their fellows in other disciplines. Although more than one-third of them indicate "six or more," one-fifth of the group (the same percentage as the non-humanities instructors in the sample) indicate "two or more." This probably reflects the orientation to interdisciplinary courses typically stated as "Humanities 1" and "Humanities 2," a sufficient exposure for occupational students as perceived by the teachers of these courses.

According to members of this group, there is not a sufficient number of any type of extracurricular presentation in the humanities. A high percentage finds too few colloquiums and seminars, lectures, exhibits, concerts and recitals, and films. Their own extracurricular involvement in the humanities finds them well above the norm in their participation in theater groups, fine arts presentations, and opera.

Not surprisingly, members of the interdisciplinary humanities group feel that the greatest changes in humanities instruction that have taken place at their college in recent years are added or improved humanities courses and the humanities integrated into interdisciplinary courses. In both these categories they are at the top among the eleven disciplines. More of them further tend to feel that they would like to see the humanities changed by adding or improving the courses and the facilities and materials available. Further, they are tops in their desire for more emphasis on individual development or seminars and improved teaching conditions. They want more administrative support for the humanities and more community involvement in classes. In short, they would like to pursue the humanities vigorously in all areas.

A sizeable percentage of the integrated humanities faculty is in colleges founded since 1970. Perhaps it is here that the interdisciplinary courses have been more readily tried--it is easier to start a new type of course in a new college than to modify existing courses in an older one. Twenty-two percent of the group is in colleges with 2,500 to 5,000 students. Although the faculty teaching Theater History, Oral Interpretation, and integrated humanities courses has a high affinity for the university, they seem to be a group that also has a high concern for developing integrated courses within the two-year colleges. More than any other discipline they seem to be concerned with the curriculum.

CONCLUSION

Anyone concerned with the status of the humanities in general and with their position in community colleges in particular will have mixed reactions to the findings reported in this monograph. A rather common reaction might well be that people teaching in the humanities are making sometimes valiant efforts to encourage enrollments and to approach the material in new and interesting ways; still, on the whole, the picture is rather bleak. Enrollments are dropping, and what stimuli are being used constitute hardly more than meager drops in the bucket. On the other hand, if dedicated, involved people decide to do something to enhance the humanities, and to mobilize forces with the goal of increasing enrollments and stimulating more widespread interest, many possible steps might be taken.

Instructors and/or curriculum chairpersons could well match the devices they use to their own intellectual or personality orientations, choosing from a gamut of procedures: film, lectures, field trips, and so on. This monograph is replete with both data and ideas for future directions. The possibilities are endless and many people can be involved in broadening the scope of the humanities so that more students can encounter them.

The continuation of the humanities in the colleges is important for a number of reasons: they can encourage interests in many different stimuli; they can help build flexibility and open doors to self-awareness; and they can be a constant source of pleasure both in one's work and personal life.

What directions will you, as readers and educators, take to encourage this vital force that is already at hand and only needing to be further expressed?